

Assessment Preparation

Subject: Art

The assessment will be in the form of: Sustained outcome

Length of assessment: 5 hours

Date of Assessment: June 2025

<p>What do we want the Pupils to Know or Master:</p> <p>Themes- Building and developing existing knowledge of the formal elements and how they can be applied to produce outcomes in the theme of Food & Drink.</p> <p>Broad Themes Food & Drink The formal elements of art</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Effectively selected appropriate primary resources • Experiment with multiple materials in their idea development in their sketchbooks before the exam • Complete a successful outcome that link backs to their theme and material experiments
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Food & Drink Modern Art The art of food	<i>Line</i> <i>Tone</i> <i>Texture</i> <i>Form</i> <i>Pattern</i> <i>Shape</i> <i>Proportion</i> <i>Colour</i>	Reading through the definition of the formal elements and identifying examples in their own sketchbooks and final outcomes in their folders.

What prior learning does this link to?

The formal elements of art

Artist research

Producing meaningful outcomes

Analytical links between contextual sources and personal responses

Links to future learning

[Arts & Culture](#)

[Google Arts & Culture](#)

[Drawing](#)

[Painting](#)

[Responding to sources](#)

[Analytical drawing](#)

[Developing ideas](#)

[The four assessment objectives](#)

Assessment Preparation

The assessment will be in the form of: *1 exam paper 1hr 15 mins*

Date of assessment: Lessons in the week starting 19th June 25

<p>What do we want the Pupils to Know or Master: We want students to be able to answer a variety of question types such as multiple-choice, link boxes, sentence completion, labelling diagrams, labelling/drawing diagrams, filling in short answers, carry out calculations and master writing extended answers in response to questions.</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ AO1 - Demonstrate knowledge and understanding of concepts and issues. ✓ AO2 - Apply knowledge and understanding of concepts and issues to a variety of contexts. ✓ AO3 - Analyse and evaluate information and issues to demonstrate understanding of concepts, make judgements and draw conclusions.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<ul style="list-style-type: none"> • 7. Non communicable diseases • 10. Human nervous system • 11. Hormonal coordination • 12. Reproduction 	<p><i>All words associated with the units on the left and</i></p> <p><i>Suggest</i></p> <p><i>Describe</i></p> <p><i>Explain</i></p> <p><i>Calculate</i></p>	<ol style="list-style-type: none"> 1. Revision Knowledge Organisers 2. Keyword Flashcards 3. Revision guides 4. AQA exam paper practise 5. Clear, explained response to task

<p>What prior learning does this link to?</p> <p>AQA exam paper 1 content</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Links to all future AQA Sciences GCSE content</p>
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Revision and Resources

Resources to support your success

Personal Revision Materials

You can use the Kerboodle website to access the textbooks and use your exercise books.

Also use the bbcbitesize pages in the links below:

<https://www.bbc.co.uk/bitesize/guides/z9dhjty/audio>

<https://www.bbc.co.uk/bitesize/guides/z2374qt/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zq4mk2p/revision/1>

<https://www.bbc.co.uk/bitesize/guides/z9pkmsg/revision/4>

Knowledge organisers and Seneca Learning tasks on SMHW

Videos: Choose the correct topic from these:

https://www.youtube.com/watch?v=q1azlGV1t2k&list=PLGvD8d3qDHUWDu-eMWudcJkC5_7aCBqPc&index=32

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Business Studies

Year Group: 10

The assessment will be in the form of: *Theme 1 Mock Exam (1hr 45 minutes)*

Date of assessment: TBC via mock timetable

<p>What do we want the Pupils to Know or Master:</p> <p><u>Theme 1</u></p> <p>Topic 1.1: Enterprise and Entrepreneurship</p> <p>Topic 1.2: Spotting Opportunities (Market Research)</p> <p>Topic 1.3: Putting an idea into Practice</p> <p>Topic 1.4: Making the business effective</p> <p>Topic 1.5: Understanding external influences</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ State (selecting 1 or 2 appropriate answers) ✓ Calculate (using financial knowledge and business data) ✓ Outline & State (using context from the case study) ✓ Explain (point, explain, therefore / this may lead to) ✓ Discuss/Analyse (point, explain, therefore / this may lead to x2) ✓ Justify (select an appropriate option for a business in context) ✓ Evaluate (argue for and against in business context) 	
<p style="text-align: center;">Topic List</p>	<p style="text-align: center;">SPaG and Vocabulary</p>	<p style="text-align: center;">Recommended skill practice for this assessment</p>
<p>Theme 1: Small Businesses</p> <p>Topic 1.1: Enterprise and Entrepreneurship</p> <p>Topic 1.2: Spotting Opportunities (Market Research)</p> <p>Topic 1.3: Putting an idea into Practice</p> <p>Topic 1.4: Making the business effective</p> <p>Topic 1.5: Understanding external influences</p>	<ul style="list-style-type: none"> - <i>Using the provided business terminology sheet for appropriate keyword usage</i> - <i>Using more appropriate terms than money in answers</i> - <i>Following the correct exam writing structure to formulate logical strands of reasoning in answers</i> 	<ol style="list-style-type: none"> 6. Revision Knowledge Organisers 7. Keyword Flashcards 8. Lessons Slide and Activities 9. Revision Booklet 10. Revision workbook 11. Seneca 12. YouTube (TwoTeachers)

<p>What prior learning does this link to?</p> <p>Year 9 Learning</p> <p>GCSE Theme 1</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Links to all future GCSE content (Edexcel GCSE Business Theme 1 and 2)</p>
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Resources to support your success

[Knowledge Organisers](#) for Topic 1 & 2 (slide 1 and 2)

Personal Revision Materials

Checkpoint Assessment Feedback

YouTube Playlist (Two Teachers)

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

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- Have you checked that you have the information that will be assessed in your book?
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 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
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 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

The assessment will be in the form of: *1 paper 1hr 15 mins* Date of assessment: Lessons in the week starting 26th June 25

<p>What do we want the Pupils to Know or Master: We want students to be able to answer a variety of question types such as multiple-choice, link boxes, sentence completion, labelling diagrams, labelling/drawing diagrams, filling in short answers, carry out calculations and master writing extended answers in response to questions.</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ AO1 - Demonstrate knowledge and understanding of concepts and issues. ✓ AO2 - Apply knowledge and understanding of concepts and issues to a variety of contexts. ✓ AO3 - Analyse and evaluate information and issues to demonstrate understanding of concepts, make judgements and draw conclusions.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<ul style="list-style-type: none"> • 1. Atomic structure • 3. Structure and bonding • 4. Chemical Calculations • 5 Chemical changes • 8. Rates and equilibrium 	<p><i>All words associated with the units on the left and</i></p> <p><i>Suggest</i></p> <p><i>Describe</i></p> <p><i>Explain</i></p> <p><i>Calculate</i></p>	<ul style="list-style-type: none"> 13. Revision Knowledge Organisers 14. Keyword Flashcards 15. Revision guides 16. AQA exam paper practise 17. Clear, explained response to task

<p>What prior learning does this link to?</p> <p>AQA exam paper 1 content</p> <p>You will be provided with a Periodic table for the Chemistry exams</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Links to all future AQA Sciences GCSE content</p>
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Resources to support your success

Personal Revision Materials

You can use the Kerboodle website to access the textbooks and use your exercise books.

Also use the bbcbitesize pages in the links below:

<https://www.bbc.co.uk/bitesize/guides/zwn8b82/revision/3>

<https://www.bbc.co.uk/bitesize/topics/z33rrwx>

<https://www.bbc.co.uk/bitesize/topics/zt6ppbk>

<https://www.bbc.co.uk/bitesize/guides/zgcyw6f/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zpkp7p3/revision/1>

<https://www.bbc.co.uk/bitesize/guides/z32bpbk/video>

Knowledge organisers and Seneca Learning tasks on SMHW

Videos:

https://www.youtube.com/watch?v=2V6AqSsjwuY&list=PLGvD8d3gDHUWDu-eMWudcJkC5_7aCBqPc&index=36

choose the topics from

<https://www.youtube.com/@Freesciencelessons>

[Revision and Study Skills.pdf](#)

Subject: Computer Science

Year Group: 10

The assessment will be in the form of: *Written paper*

Length of assessment: *90 Minutes*

Date of Assessment: Paper 1 in the Hall 24th June (90 min long)

Paper 2 in lesson time 17th Jun 2025 (50 min long)

<p>What do we want the Pupils to Know or Master:</p> <p>Paper 1</p> <ul style="list-style-type: none"> • Systems Architecture • Memory and Storage • Data storage (Binary, Decimal, Hex, Images, Sound) • Compression • Networking <p>Paper 2</p> <ul style="list-style-type: none"> • Boolean Logic • SQL • Data Types • Algorithms – Flow charts, Pseudo code • Python Programming – Sequence; Selection; Iteration • Defining Functions • Writing to files • Manipulating arrays 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Converting numbers between Binary, Denary and Hex number system ✓ How characters are represented in binary (ASCII) ✓ How image is stored in binary ✓ How sound is stored in binary ✓ Need for and types of compression ✓ How Networks work
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Paper 1</p> <p>Embedded systems</p> <p>Architecture of CPU (Parts, processes, factors affecting performance)</p> <p>Data storage – Numbers (Binary, Decimal, Hex);</p> <p>Adding Binary numbers; Binary shift; Text (ASCII);</p> <p>Images; Sound</p>	<p>CPU- Fetch-Decode-Execute;</p> <p>Registers; ALU; CU; Cache;</p> <p>MAR; MDR; PC;</p> <p>Accumulator; Clock speed;</p> <p>Cache; Cores; Bit; Byte;</p> <p>Nibble; KiloByte; MegaByte;</p> <p>GigaByte; TeraByte; PetaByte</p>	<p>SQL – SELECT, FROM, WHERE</p> <p>Boolean Logic - AND, OR, NOT gates;</p> <p>drawing Truth Tables;</p> <p>drawing Logic</p> <p>Diagrams Abstraction;</p>	<ol style="list-style-type: none"> 1. Teams lessons/Notes 2. Revision Knowledge Organisers 3. Glossary booklet 4. Revision Book

<p>Compression- Lossy, Lossless Networking – LAN; WAN; Factors affecting the performance of networks; hardware needed to set up networks; topologies; DNS; Hosting; IP, MAC Addressing; Protocols; Layers; Encryption</p> <p>Paper 2 Boolean Logic - AND, OR, NOT gates; drawing Truth Tables; drawing Logic Diagrams SQL – Select From Where Data Types – Integer; Real; Boolean; Text; Casting Python Programming – Sequence; Selection (IF-Else), Iteration (For-loop; While loop)</p>	<p>Number Conversion – Binary; Decimal; Hex; Adding Binary numbers; Binary Shift ASCII character set; Unicode Image size, Resolution; Colour Depth; Meta Data Sound; Sampling; sample Rate; Bit depth</p>	<p>Decomposition; Pseudocode; Flowchart; Trace Tables Data Types – Integer; Real; Boolean; Text; Casting Arithmetic operators - + - * / Mod DIV ^</p>	
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<p>What prior learning does this link to? <i>Data storage</i> <i>Compression</i> <i>Boolean Logic</i> <i>SQL</i> <i>Data Types</i> <i>Python Programming – Sequence; Selection (IF-Else), Defining Functions</i> <i>Networking</i></p>	<p>Links to future learning and/or provides foundation of knowledge for <i>Python Programming – 2D arrays</i></p>
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Revision and Resources

<p>Knowledge Organisers: Number System Memory Boolean Data types Networks</p> <p>Teach-ict website username: hp52rg password: gateway5 TEAMs lessons CGP revision guide for OCR Computer Science https://student.craigndave.org/videos/slr1-2-memory-and-storage https://student.craigndave.org/videos/slr2-4-boolean-logic https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</p>

Assessment Preparation

Subject: Dance

Year Group: 10

The assessment will be in the form of: *shift and breathe practical activity, written mock* Length of assessment: *shift and breathe – in class 1 hour. Written mock 1 hour 30 minutes.*

Date of Assessment:

Shift: 21st May

Breathe: 2nd July

Written mock: 24th June

<p>What do we want the Pupils to Know or Master:</p> <p><i>Learn and perform the set phrases with accurate physical, technical, expressive and mental skills.</i></p> <p><i>Define, categorise and use dance terms correctly and applying this knowledge within written exam responses.</i></p> <p><i>Recall information about the 6 anthology works</i></p> <p><i>Answer exam questions about the 6 anthology works, discussing and evaluating the production features evidenced within the works.</i></p>		<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Perform set phrases demonstrating accurate technical, physical, expressive and mental skills. ✓ Perform with confidence ✓ Use, apply and define dance terminology correctly. ✓ Use subject specific terminology within written examination responses ✓ Evaluate the production features evidenced within the anthology set works. ✓ Recall factual information about the anthology works. 	
Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Terminology: Section A</p> <p>Anthology works: Section C</p> <p>Shift</p> <p>Breathe</p>	<p><i>Body actions</i></p> <p><i>Spatial components</i></p> <p><i>Dynamic qualities</i></p> <p><i>Relationship</i></p> <p><i>Physical skills</i></p> <p><i>Expressive skills</i></p> <p><i>Mental skills</i></p> <p><i>Technical skills</i></p> <p><i>Motif development</i></p> <p><i>Safe practice</i></p> <p><i>Choreographic devices</i></p> <p><i>Structures and structuring devices</i></p>	<p><i>Features of production</i></p> <p><i>Aural setting</i></p> <p><i>Performance environments</i></p> <p><i>A Linha Curva</i></p> <p><i>Emancipation of Expressionism</i></p> <p><i>Shadows</i></p> <p><i>Within Her Eyes</i></p> <p><i>Infra</i></p> <p><i>Artificial Things</i></p> <p><i>Choreographic intention</i></p>	<ul style="list-style-type: none"> • Watch the 6 anthology dance videos and performances on YouTube. • Read/watch the interviews on the 6 anthology works. • Revise factual information about the anthology works, in particular the stimuli and choreographic intention • Revise terminology – flash cards/mind maps of terminology. • Rehearse shift and breathe

Choreograph process

Stimulus

What prior learning does this link to?

Building upon knowledge of dance terminology learnt at Key Stage 3.

Building upon knowledge and experiences within different styles and genres of dance

Refining ability to learn and perform repertoire/phrases of movement

Continuing to develop choreographic creativity and complexity.

Links to future learning and/or provides foundation of knowledge for

GCSE written paper – Section A and Section C.

Choreography

Performance in a duet/trio

Revision and Resources

Resources to support your succes

Knowledge Organiser

[Dance - OneDrive \(sharepoint.com\)](#)

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skils.pdf](#)

Student Checklist

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- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
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Subject: Drama

The assessment will be in the form of: Acting or Design

Length of assessment:

Date of Assessment: see mock timetable

What do we want the Pupils to Know or Master:

- Learners devise a piece of theatre in response to the stimulus which demonstrates either the techniques of a theatre practitioner or the dramatic characteristics of a specific genre of the learner's choice
- Learners create and develop ideas to communicate meaning to an audience by: researching and developing ideas using the techniques or characteristics of the practitioner or genre, rehearsing, amending and refining the work in progress.
- All learners should consider the following when devising their piece of theatre:
 - structure
 - theme/plot
 - form and style language/dialogue.
- Build a portfolio of supporting evidence
 1. how ideas have been researched, created and developed in response to the chosen stimulus
 2. how ideas from the chosen practitioner/genre have been incorporated in the piece to communicate meaning
 3. how ideas have been developed, amended and refined during the development of the devised piece.

This component assesses:

- Devising: create and develop ideas to communicate meaning for performance (AO1, 30 marks). This is assessed through the portfolio of supporting evidence.
- Realising: apply theatrical skills to realise artistic intentions (AO2, 15 marks). This is assessed through the performance or design (realised in performance).
- Evaluating: analyse and evaluate their own work (AO4, 15 marks). This is assessed through a written evaluation completed under supervised conditions.

Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Each learner must produce the following:</p> <ol style="list-style-type: none"> 1. a performance or design, recorded audio-visually from the audience perspective 2. a portfolio of supporting evidence 3. an evaluation. <p>Learners choosing performing should consider how meaning is communicated through the following, as appropriate to the piece of theatre:</p> <ul style="list-style-type: none"> • performance conventions • use of space and spatial relationships on stage, including the choice of stage (e.g., proscenium arch, theatre in round, traverse or thrust) • relationships between performers and audience • design elements including lighting, sound, set and costume • the physical and vocal interpretation of character. <p>Learners choosing design should consider how meaning is communicated through the following, as appropriate to the piece of theatre:</p> <ul style="list-style-type: none"> • lighting design • sound design • set design • costume design 	<p>Lighting design</p> <ul style="list-style-type: none"> <i>o intensity/strength</i> <i>o focus</i> <i>o angle</i> <i>o special effects</i> <i>o colour</i> <i>o gobos</i> <i>o types of lantern</i> <p>Sound design</p> <ul style="list-style-type: none"> <i>o music</i> <i>o sound effects</i> <i>o live sounds</i> <i>o recorded sounds</i> <i>o volume</i> <i>o reverb/echo</i> <i>o sound sources including position on stage</i> <i>o amplification</i> <p>Set design (including props)</p> <ul style="list-style-type: none"> <i>o choice of stage</i> <i>o backdrop/cyclorama</i> <i>o set dressing</i> <i>o props</i> <i>o furniture</i> <i>o colour</i> <i>o use of space</i> <i>o entrances and exits</i> <i>o sight lines</i> 	<p>Costume design (including hair and make-up)</p> <ul style="list-style-type: none"> <i>o choice and use of materials/fabrics</i> <i>o garments</i> <i>o hairstyles</i> <i>o wigs</i> <i>o make-up</i> <i>o accessories</i> <i>o colour/pattern.</i> <p>Analysis Interpretation Skills Stimulus Genre Devising Realising Evaluating</p>	

Resources to support your success

[https://www.illuminatepublishing.com/wp-content/uploads/samples/WJEC Eduqas GCSE Drama Study and Revision Guide/18/](https://www.illuminatepublishing.com/wp-content/uploads/samples/WJEC_Eduqas_GCSE_Drama_Study_and_Revision_Guide/18/)

Student Checklist

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- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: English Language

The assessment will be in the form of: *Exam- English language Paper 1*

Length of assessment: *1 hr 45 mins*

Date of Assessment: June 2025

What do we want the Pupils to Know or Master:

Section A:

The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century. Its genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

In an analytical response, you should show how language and structure create meaning. You could also explore the effect on the reader. An analytical response uses evidence from the text to make clear points.

The exam questions will focus on:
characters / narrative voice / themes and ideas / language / structure / the effect on the reader

Section B:

As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form. For example:

Write a description of ... from your imagination. You may choose to use the picture provided for ideas.

OR

Write the **opening** to a story about...

SECTION A: READING – Assessment Objectives

AO1

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.

AO2

- Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

AO3

- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO4

- Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

AO6

- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Section A Paper 1: Explorations in Creative Reading and Writing Q1: Multiple-choice (4 marks) Select the most accurate response based on the text. Each correct answer earns 1 mark. Q2: Summary (8 marks) Identify and synthesise information from the text. Focus on similarities and/or differences between two aspects. Use clear and concise language. Organise your response logically. Q3: Language and Structure (8 marks) Analyse how the writer uses language and structure to achieve a specific effect (e.g., creating tension). Reference specific parts of the text. Use appropriate subject terminology (e.g., imagery, sentence structure). Q4: Evaluation (20 marks) Read the provided statement carefully. Evaluate the text in relation to the statement. Support your evaluation with appropriate textual references. Consider different perspectives. Organise your response into clear paragraphs. Q5: AO5 – Content and Organisation (24 marks) Clear purpose & task focus. Whether descriptive or narrative, it must respond to the task/prompt/image. Effective structure. Clear beginning, middle, and end (especially for narratives). Varied paragraph lengths used deliberately. Engaging opening. Start with a hook – a vivid image, unusual statement, or intriguing moment. Fluency and cohesion. Logical flow between ideas and events. Use of discourse markers (e.g. “Eventually”, “Meanwhile”, “Suddenly”) to guide reader. Imaginative and original ideas. Avoid clichés; use creative imagery or fresh perspectives. Language to</p>	<p><u>Language Techniques (for Q2 & Q4)</u> <i>Metaphor</i> <i>Simile</i> <i>Personification</i> <i>Alliteration</i> <i>Sibilance</i> <i>Onomatopoeia</i> <i>Hyperbole</i> <i>Oxymoron</i> <i>Juxtaposition</i> <i>Semantic field</i> <i>Connotations</i> <i>Tone</i> <i>Imagery</i></p> <p><u>General Literary Terms</u> <i>Symbolism</i> <i>Motif</i> <i>Mood/Atmosphere</i> <i>Register</i> <i>Pathetic fallacy</i></p>	<p><u>Structural Techniques (for Q3 & Q4)</u> <i>Narrative perspective – e.g., first-person, third-person limited/omniscient.</i> <i>Foreshadowing</i> <i>Flashback</i> <i>Shift in focus</i> <i>Cyclic structure</i> <i>Climax</i> <i>Contrast</i> <i>Dialogue</i> <i>Short/long paragraphs or sentences</i></p> <p><u>Word Classes</u> <i>Noun</i> <i>Verb</i> <i>Adjective</i> <i>Adverb</i> <i>Pronoun</i> <i>Determiner</i> <i>Preposition</i> <i>Conjunction</i> <i>Interjection</i></p>	<p>Q2: Language analysis Identify language techniques and their effects. Focus on individual word choices, phrases, and sentence structures. Practice using quotations and analytical sentence stems. Develop analysis of connotations and readers’ emotional responses. Practice idea: "Zoom-in" tasks: Pick a short section of your text and analyse just 3–5 words/techniques.</p> <p>Q3: Structure analysis Practise tracking changes in focus, setting, character, or mood. Spot the writer’s structural decisions (e.g. dialogue, shifts, perspective). Link structure to reader engagement or effect. Practice idea: Choose another section of your text and use highlighters to mark focus shifts in extracts. Use paragraph-by-paragraph tracking templates: “In paragraph 1, the writer focuses on...”</p> <p>Q4: Critical evaluation Practise responding to opinions or statements with supportive evidence and analysis- agree/disagree and justify your viewpoint. Build ability to argue both sides where appropriate. Practice idea: Debate-style tasks: “To what extent do you agree with this opinion(make one up) about the character?”</p> <p>General Skill-Building Strategies</p>

<p>impact the reader. Metaphor, simile, personification, alliteration, varied sentence types. Strong sensory description (what you can see, hear, smell, touch, feel). AO6 – Technical Accuracy (16 marks) Spelling- commonly used words spelled correctly. Attempt more ambitious vocabulary where appropriate. Punctuation- Full stops, capital letters, commas, apostrophes – used accurately. Use a range: semi-colons, colons, dashes (if confident). Grammar and sentence structure Varied sentence lengths and types for effect. Avoid fragments unless deliberate for style. Use tense consistently. Paragraphing- Logical paragraph breaks. Clear start to each new idea or moment in time.</p>			<ul style="list-style-type: none"> • Avoid just spotting devices – link them to effects and meanings. • Use sentence starters like: • <i>“The writer uses [technique] to show...”</i> • <i>“This implies/suggests...”</i> • <i>“This makes the reader feel/think...”</i> • Embed terminology naturally: <i>“The metaphor ‘...’ emphasises...”</i> rather than <i>“The writer uses a metaphor.”</i> <p>Q5: Creative writing (description or narrative) Regular practice writing descriptive openings, settings, and character snapshots. Focus on planning for structure (beginning/middle/end or rise/fall). Build a vocabulary bank of sensory and figurative language. Practise editing for punctuation, clarity, and sentence variety. Practice idea: 10-minute speed writing from an image or prompt (can be found from internet).</p>
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<p>What prior learning does this link to? All GCSE content studied so far.</p>	<p>Links to future learning and/or provides foundation of knowledge for All topics will be in the GCSE exams in 2026.</p>
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Revision and Resources

<p>Resources to support your success What is fiction? - Writing fiction - AQA - GCSE English Language Revision - AQA - BBC Bitesize Prose fiction - Fiction text types - AQA - GCSE English Language Revision - AQA - BBC Bitesize https://www.youtube.com/watch?v=OllwGb7bSOI&list=PLqGFsWf-P-cBkIVTQseR1pQtuKeQTfXNk Mr Bruff (ensure for 2026) Classroom folders with resources from when this was studied.</p>

Subject: English Literature

The assessment will be in the form of: *Exam* Length of assessment: *1hr 45mins* Date of Assessment: June 2025

<p>What do we want the Pupils to Know or Master: <i>You will be required to write in detail about an extract from the text and then to write about the text as a whole.</i></p> <p>Section A: Shakespeare (Macbeth) Section B: The 19th-century novel ; class specific (A Christmas Carol or Dr Jekyll and Mr Hyde) <i>Assessment Objectives:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> AO1: show understanding of characters and themes <input type="checkbox"/> AO2: analyse the language <input type="checkbox"/> AO3: social / historic context <input type="checkbox"/> AO4 will be assessed on Macbeth only. (SPAG) 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Literal and inferential comprehension:</i> exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events <input type="checkbox"/> <i>critical reading:</i> identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers’ social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text <input type="checkbox"/> <i>evaluation of a writer’s choice of vocabulary, grammatical and structural features:</i> analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Macbeth Ambition and Power – Macbeth’s rise and fall; the dangers of unchecked ambition. Guilt and Conscience – How guilt affects Macbeth and Lady Macbeth. The Supernatural – The witches, visions, and their influence on events. Gender and Masculinity – Expectations of men and women, particularly Lady Macbeth.</p>	<p><i>Macbeth – Contextual Vocabulary</i> <i>Divine Right of Kings</i> <i>Regicide</i> <i>Patriarchy</i> <i>Witchcraft</i> <i>Tragic hero</i> <i>Chain of Being</i> <i>Equivocation</i></p>	<p><i>Literary Techniques</i> <i>Soliloquy</i> <i>Dramatic irony</i> <i>Foreshadowing</i> <i>Symbolism</i> <i>Juxtaposition</i> <i>Allegory</i> <i>Motif</i></p> <p><u><i>Word Classes</i></u> <i>Noun</i></p>	<ul style="list-style-type: none"> ✓ <i>Read the question carefully. Identify which characters or themes you need to focus on .</i> ✓ <i>Think back to your revision notes. What is your opinion about this character or theme?</i> ✓ <i>Read the extract and pick out 2/3 quotations you would like to focus on. Annotate these to consider how Shakespeare has used language/structure/form for effect.</i> ✓ <i>Identify other moments in the play that you think are important in exploring your opinion about the characters/themes. You should try to remember quotations.</i> ✓ <i>Consider what information about historical context will help to explore your opinion.</i>

<p>Kingship and Tyranny – Duncan vs Macbeth as rulers. Fate vs Free Will – Prophecies and personal responsibility. Key Characters – Macbeth, Lady Macbeth, Banquo, the Witches, Macduff, Duncan. Key Scenes – Act 1 Scene 3 (first prophecy), Act 2 Scene 2 (Duncan’s murder), Act 5 Scene 1 (Lady Macbeth’s madness)</p> <p>A Christmas Carol Redemption and Transformation – Scrooge’s journey from miser to benefactor. Social Injustice and Responsibility – Poverty, charity, and Dickens’ message. Family and Community – The Cratchits, Fred, and their warmth vs Scrooge’s isolation. Time and Memory – Structure and use of the past, present, and future. The Supernatural – The ghosts as moral teachers. Key Characters – Scrooge, Bob Cratchit, Fred, Tiny Tim, the Ghosts. Key Staves – Stave 1 (introduction), Stave 2 (Ghost of Christmas Past), Stave 4 (Ghost of Christmas Yet to Come).</p> <p>The Strange Case of Dr Jekyll and Mr Hyde (10Y1 only)</p>	<p><i>A Christmas Carol – Contextual Vocabulary Industrialisation Malthusianism Charity Philanthropy Redemption Allegory Social responsibility Capitalism</i></p> <p><u>10Y1 only</u> <u>Jekyll and Hyde –</u> <i>Contextual Vocabulary Darwinism Devolution Atavism Respectability Repression Duality Scientific experimentation Gothic fiction</i></p>	<p><i>Verb Adjective Adverb Pronoun Determiner Preposition Conjunction Interjection</i></p> <p>Structural Techniques <i>Rising action Climax Falling action Resolution Narrative perspective Chronological order Flashback Foreshadowing Juxtaposition Shift Pacing Repetition Contrast Cyclical structure Turning point</i></p> <p>Form <i>Tragedy (Macbeth)</i></p>	
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<p>Duality of Human Nature – The idea that every person has both good and evil sides.</p> <p>Science vs Religion – Conflicts between Victorian scientific progress and moral/religious values.</p> <p>Repression and Victorian Society – How characters hide desires to maintain respectability.</p> <p>Appearance vs Reality – How things seem versus what they truly are (e.g. Jekyll’s persona).</p> <p>Good vs Evil – Hyde as the embodiment of evil; Jekyll’s internal struggle.</p> <p>The Gothic Genre – Use of mystery, horror, and the supernatural.</p> <p>Key Characters – Dr Jekyll, Mr Hyde, Mr Utterson, Dr Lanyon, Mr Enfield, Poole.</p> <p>Key Chapters –</p> <p>Chapter 1: “Story of the Door” (introduction of Hyde)</p> <p>Chapter 4: “The Carew Murder Case”</p> <p>Chapter 10: “Henry Jekyll’s Full Statement of the Case” (confession and explanation)</p>		<p><i>Soliloquy (Macbeth)</i></p> <p><i>Aside (Macbeth)</i></p> <p><i>Play</i></p> <p><i>Prose</i></p> <p><i>Novella (A Christmas Carol, Jekyll and Hyde)</i></p> <p><i>First-person narration (Jekyll and Hyde, partially)</i></p> <p><i>Third-person narration</i></p> <p><i>Omniscient narrator (A Christmas Carol)</i></p> <p><i>Allegory (A Christmas Carol)</i></p> <p><i>Gothic fiction (Jekyll and Hyde, Macbeth)</i></p> <p><i>Morality tale (A Christmas Carol)</i></p> <p><i>Dramatic monologue (aspects of Macbeth)</i></p>	
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What prior learning does this link to?

All GCSE content studied so far.

Links to future learning and/or provides foundation of knowledge for

All topics will be in the GCSE exams in 2026.

**Revision and Resources****Resources to support your success**

[GCSE English Literature podcasts - Shakespeare's Macbeth - BBC Bitesize](#)

[Revise A Christmas Carol with BBC Bitesize GCSE podcasts - BBC Bitesize](#)

[Dr Jekyll and Mr Hyde - GCSE English Literature - BBC Bitesize](#)

Folders from lessons with a range of documentation and resources

Mr Bruff videos (You Tube)

Subject: French **Year Group:** 10 PC3

The assessment will be in the form of: *Listening and Reading Assessment* Length of assessment: *1 x lesson* Date of Assessment: **w/c 19/6/25**

<p>What do we want the Pupils to Know or Master: Vocabulary and grammar from Theme 1 Unit 2: Healthy living and lifestyle and Theme 1 Unit 3 Education and Jobs</p> <p>Theme 1: Unit 2 Healthy Living and lifestyle; Unit 3 Education and work).</p> <p>Reading: Mixed exam question types including multiple choice, identifying true/false statements Line translations from French to English</p> <p>Listening: Mixed question types including multiple choice, identifying positive and negatives.</p> <p>Dictation – Four sentences related to the theme.</p>	<p>The student will demonstrate (success criteria):</p> <p>Accurate comprehension Correctly understanding main points and specific details.</p> <p>Effective use of inference Making logical guesses when information is implied, not stated directly.</p> <p>Understanding of key vocabulary Recognizing frequently used GCSE-level vocabulary and topic-specific words.</p> <p>Recognition of grammar structures Identifying verb tenses, negatives, comparatives, and conditionals.</p> <p>Application of exam techniques Skimming/scanning, checking answers, and managing time effectively.</p> <p>Avoidance of literal translation Not translating word-for-word when it's not idiomatic or natural.</p> <p>Listening:</p> <p>Understanding main ideas Being able to identify the key points of a conversation or passage.</p> <p>Identifying specific details Listening for facts like names, dates, and numbers in order to answer question</p> <p>Clear identification of opinions Recognising expressions of opinion, emotion, or preference.</p>
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	<p>Recognition of tenses Understanding verbs in different tenses (past, present, future).</p> <p>Understanding different accents Being able to understand various Spanish accents and regional differences.</p> <p>Effective time management Answering all questions on time and using both listens wisely.</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Theme 1 Unit 2 Healthy lifestyle Unit 3 Education and Work</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <i>Key topic vocabulary from Unit 2 and 3</i> 	<p>Reading skills – understanding short texts, using knowledge of English to work out the meaning of words. Understanding the importance of context. Deducing the meaning of unknown words through context.</p> <p>Listening for gist and specific information Wise usage of context, avoiding false friends Recognising different tenses/time markers</p>

<p>What prior learning does this link to? Year 9 – Some vocabulary in the reading text relates to vocabulary, grammatical and language structures met in Year 9 – different tenses, adjectives, giving opinions. Year 10 – Theme 1- Unit 2 Healthy Lifestyle, Unit 3 Education and Work</p>	<p>Links to future learning and/or provides foundation of knowledge for Building knowledge and skills in readiness for the demands of year 11.</p>
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Revision and Resources

Resources to support your success

You will need to use Quizlet to help you revise the above, plus any worksheets and notes from the beginning of year 9

Other useful revision websites are:-

<https://www.bbc.co.uk/bitesize/examspecs/zp838p3>

Languages online:

<https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#gsc.tab=0>

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Geography

Year Group: 10

The assessment will be in the form of: Written Paper

Length of assessment: 1 hr 30 mins

Date of Assessment: Between the 19th of June and 01st of July

What do we want the Pupils to Know or Master:

This mock Exam will cover topics for Paper 1

3.1.1 Section A: The challenge of natural hazards

Natural hazards
Tectonic hazards
Weather hazards
Climate change

3.1.2 Section B: The living world

Ecosystems
Tropical Rainforest
Hot deserts

3.1.3 Section C: Physical landscapes in the UK

Coastal landscapes
River landscapes

The student will demonstrate understanding of (success criteria):

- ✓ Natural hazards pose major risks to people and property.
- ✓ Earthquakes and volcanic eruptions are the result of physical processes.
- ✓ The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. **(Chile and Nepal)**
- ✓ How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.
- ✓ General atmospheric circulation model: pressure belts and surface winds.
- ✓ Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.
- ✓ Tropical storms have significant effects on people and the environment .
- ✓ An overview of types of weather hazard experienced in the UK.
- ✓ An example of a recent extreme weather event in the UK **(Beast from the East or Somerset Levels)**
- ✓ Climate change is the result of natural and human factors and has a range of effects.
- ✓ Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).
- ✓ Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.
- ✓ The physical characteristics of a tropical rainforest.
- ✓ A case study of a tropical rainforest to illustrate causes and impact of earthquake **(Malaysian Rainforest)**
- ✓ Strategies used to manage the rainforest sustainably
- ✓ The physical characteristics of a hot desert.

	<ul style="list-style-type: none"> ✓ Development of hot desert environments creates opportunities and challenges. (Thar Desert) ✓ Causes of desertification and strategies to reduce desertification ✓ An overview of the location of major upland/lowland areas and river systems. ✓ Wave types and characteristics. ✓ Coastal processes ✓ Characteristics and formation of coastal landforms resulting from erosion and deposition ✓ Different management strategies can be used to protect coastlines from the effects of physical processes. ✓ An example of a coastal management scheme in the UK (Lyme Regis) ✓ The shape of river valleys changes as rivers flow downstream. ✓ Characteristics and formation of landforms resulting from erosion and deposition ✓ Different management strategies can be used to protect river landscapes from the effects of flooding. ✓ An example of a river management scheme in the UK (Flooding in Banbury)
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Natural hazards Tectonic hazards Weather hazards Climate change Ecosystems Tropical Rainforest Hot deserts Coastal landscapes River landscapes	Tectonic Hazards, Earthquakes, Volcanic eruption, Plate margin, Secondary and primary effects, Natural Hazards, Immediate and long-term responses. Global Atmospheric Circulation, Tropical Storm, Eye, Eye Wall, Evaporation, intensity, frequency, secondary effects, primary effects, long term responses, short term responses, protection, planning producers, consumers, decomposers, food chain, food web and nutrient cycling. subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth, selective logging	<ul style="list-style-type: none"> • Comprehensive revision of topics – use flash cards/revision cards, knowledge organisers, case study sheets, lists of questions for each topic. • Constant questioning – write out lists of questions on each topic • Use PEEE paragraphs – point, example (for example... case study fact or figure), explain (this means that...), extend (another reason/consequence))

and replanting, conservation and education, ecotourism and international agreements, desertification – climate change
 Constructive Waves, Destructive Waves, Mass Movement, Longshore Drift, Headlands and Bays, Cliffs and Wave cut platforms, Caves, Arches and Stacks, Soft engineering management strategies, Hard engineering management strategies, interlocking spurs, waterfalls and gorges. meanders and ox-bow lakes, levées, flood plains and estuaries, dams and reservoirs, straightening, embankments, flood relief channels, flood warnings and preparation, flood plain zoning, planting trees and river restoration.

What prior learning does this link to?

The Mock exam will be linked to information taught in Years 9 and the first term of Year 10

Links to future learning and/or provides foundation of knowledge for:

Paper 1 GCSE Geography

Revision and Resources

Resources to support your success

Use the AQA website to practice past papers - <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification/subject-content/living-with-the-physical-environment>

Bitesize - <https://www.bbc.co.uk/bitesize/topics/zpypgdm>

Tutor2U - <https://www.tutor2u.net/geography/reference>

<https://www.savemyexams.com/gcse/geography/aqa/18/revision-notes/>

revision information on SMHW

Watch YouTube to support with content learning.

Internet Geography

<https://www.internetgeography.net/aqa-gcse-geography/>

<https://www.internetgeography.net/geography-case-studies/>

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Subject: History

The assessment will be in the form of: Exam

Length of assessment: 1 hour 45 minutes

Date of Assessment: June 2025

<p>What do we want the Pupils to Know or Master:</p> <p>Students will be assessed on the two modern components of the course:</p> <p>Comp 1G Germany in transition, 1919-1939</p> <p>Comp 2A The development of the USA, 1929-2000</p>	<p>Students should be able to use their knowledge of these units to answer an exam paper on each unit.</p> <p>The Germany exam paper is 1 hour long and includes 5 exam questions which all require an element of source skills.</p> <p>The USA exam paper is 45 minutes long and is entirely knowledge based.</p> <p>They will sit the papers one after the other in the sports hall.</p>
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Topic List	Recommended skill practice for this assessment
<p>Comp 1G Germany in transition, 1919-1939</p> <p>Chapter 1: The impact of World War I Chapter 2: The recovery of Weimar Chapter 3: The Nazi rise to power Chapter 4: Consolidation of power (only up to the Reichstag Fire)</p> <p>Comp 2A The development of the USA, 1929-2000</p> <p>Chapter 1: The Great Depression and recovery Chapter 2: Economic impact of World War II Chapter 3: The civil rights movement 1941-70 (only up to the impact of WW2)</p>	<p>Our recommendation is approximately two hours of revision per chapter. More may be required if there are knowledge gaps. This is how to structure these hours:</p> <ol style="list-style-type: none"> 1) 10 minute retrieval task e.g. SMHW quiz or just writing down everything you can remember without looking 2) 30 minutes addressing the gaps and making flashcards on bits you don't remember 3) 15 minutes on an exam question for this unit (they are all here: GCSE History Eduqas- type in 'History GCSE Eduqas past papers' and you have been given loads in class) 4) 5 minutes looking at the mark scheme to see how you did

What prior learning does this link to?	Links to future learning and/or provides foundation of knowledge for
<p>These are the chapters of the GCSE we have completed already, but are not on this assessment:</p> <p>Comp 1B The Elizabethan Age: 1558-1603</p> <p>Chapter 1: Elizabethan government Chapter 2: Lifestyles of the rich and poor Chapter 3: Popular entertainment Chapter 4: The problem of religion Chapter 5: The Catholic threat Chapter 6: The Spanish Armada Chapter 7: The Puritan threat</p> <p>Comp 2F Changes in health and medicine: c.500 to the present</p> <p>Chapter 1: Causes of illness and disease Chapter 2: Attempts to prevent illness and disease Chapter 3: Attempts to treat and cure illness and disease Chapter 4: Advances in medical knowledge Chapter 5: Developments in patient care Chapter 6: Developments in public health and welfare over time</p>	<p>These are the chapters of the GCSE we have yet to complete:</p> <p>Comp 2F Changes in health and medicine: c.500 to the present</p> <p>Environment study: Letchworth garden city (will be taught September 2025)</p> <p>Comp 1G Germany in transition, 1919-1939</p> <p>Chapter 5: Nazi economic, social and racial policy Chapter 6: Terror and persuasion Chapter 7: Hitler’s foreign policy</p> <p>Comp 2A The development of the USA, 1929-2000</p> <p>Chapter 4: Political change 1960-2000 Chapter 5: Social change 1960-2000 Chapter 6: Cold War rivalry Chapter 7: The search for world peace since 1970</p>

Resources to support your success

The exam board is Eduqas and past papers and mark schemes can be found here:

https://www.eduqas.co.uk/qualifications/history-gcse/#tab_pastpapers (You can check it is the exact right paper by putting in the paper code e.g. Elizabeth is Comp 1B)

Comp 1G Germany in transition, 1919-1939

Exam board content for entire unit: https://resource.download.wjec.co.uk/vtc/2016-17/16-17_2-45/website/pdf/germany-in-transition-1919-1939.pdf

Youtube playlist for this unit: <https://www.youtube.com/playlist?list=PLtBYtsUgP-nqrG3BiNGsrpkpZL9rsLGrK>

Comp 2A The development of the USA, 1929-2000

Chapter 1: The Great Depression and recovery

https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1-18/pdf/Eduqas/01-usa-knowledge-organiser-eduqas.pdf

Chapter 2: Economic impact of World War II

https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1-18/pdf/Eduqas/02-usa-knowledge-organiser-eduqas.pdf

Chapter 3: The civil rights movement 1941-70

https://resource.download.wjec.co.uk/vtc/2019-20/KO19-20_1-18/pdf/Eduqas/03-usa-knowledge-organiser-eduqas.pdf

This is a Youtube playlist focused on this unit: <https://www.youtube.com/playlist?list=PLMSZiA-YIsoPAMo583SVWaN4NlyKGMQyH>

You MUST complete the SMHW revision quizzes mentioned above.

You also have two documents of key facts for each of the papers which are attached to SMHW along with a variety of additional resources.

Your exercise book and notes are your best resource!

Subject: Maths **Year Group: Year 10 Foundation sets**

The assessment will be in the form of: Written test Length of assessment: 1hr 30 mins Date of Assessment: Week beginning 16th June

<p>What do we want the Pupils to Know or Master: Topics from year 9 and year 10</p> <p>Most recent topics</p> <ul style="list-style-type: none"> • Perimeter and area • 3D forms and volume • Transformations I: rotations and translations • Transformations II: reflections and enlargements • Right-angled triangles: Pythagoras and trigonometry 	<p>The student will demonstrate (success criteria): Recent topics – rest of success criteria on SMHW</p> <p>Perimeter and area</p> <ul style="list-style-type: none"> • Indicate given values on a scale, including decimal value; • Interpret scales on a range of measuring instruments, mm, cm, m, ml, cl, l; • Know that measurements using real numbers depend upon the choice of unit; • Convert between units of measure within one system, including time; • Convert metric units to metric units; • Make sensible estimates of a range of measures in everyday settings; • Measure shapes to find perimeters and areas using a range of scales; • Find the perimeter of rectangles and triangles; • Find the perimeter of parallelograms and trapezia; • Find the perimeter of compound shapes; • Recognise reflection symmetry in 2D shapes; • Find areas by counting squares; • Recall and use the formulae for the area of a triangle and rectangle; • Find the area of a rectangle and triangle; • Find the area of a trapezium and recall the formula; • Find the area of a parallelogram; • Calculate areas and perimeters of compound shapes made from triangles and rectangles; • Find areas and perimeters of shapes drawn in first quadrant; • Estimate surface areas by rounding measurements to 1 significant figure; • Find the surface area of a prism; • Find surface area using rectangles and triangles; • Convert between metric area measures. <p>3D forms and volume</p> <ul style="list-style-type: none"> • Indicate given values on a scale, including decimal value;
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- Interpret scales on a range of measuring instruments, mm, cm, m, ml, cl, l;
- Know that measurements using real numbers depend upon the choice of unit;
- Convert between units of measure within one system, including time;
- Convert metric units to metric units;
- Make sensible estimates of a range of measures in everyday settings;
- Measure shapes to find perimeters and areas using a range of scales;
- Find the perimeter of rectangles and triangles;
- Find the perimeter of parallelograms and trapezia;
- Find the perimeter of compound shapes;
- Recognise reflection symmetry in 2D shapes;
- Find areas by counting squares;
- Recall and use the formulae for the area of a triangle and rectangle;
- Find the area of a rectangle and triangle;
- Find the area of a trapezium and recall the formula;
- Find the area of a parallelogram;
- Calculate areas and perimeters of compound shapes made from triangles and rectangles;
- Find areas and perimeters of shapes drawn in first quadrant;
- Estimate surface areas by rounding measurements to 1 significant figure;
- Find the surface area of a prism;
- Find surface area using rectangles and triangles;
- Convert between metric area measures.

Topic List	Vocabulary		Recommended skill practice for this assessment
Year 9 topics <ul style="list-style-type: none"> • Integers and place value • Decimals • Indices, powers and roots • Factors, multiples and primes • Algebra: the basics • Expanding and factorising single brackets • Expressions and substitution into formulae • Tables 	<ul style="list-style-type: none"> • Parallel • Horizontal • Vertical • Straight line • Axis • Equation • Graph • Intercept • Direct proportion 	<ul style="list-style-type: none"> • Linear • Table of values • Function • Gradient • Slope • Steep • Positive • Negative • Coordinate • y-intercept 	Questions from Corbett Maths https://corbettmaths.com/contents/ https://www.mathsgenie.co.uk/ Mathswatch – you should have your username and password

<ul style="list-style-type: none"> • Charts and graphs • Pie charts • Scatter graphs • Fractions • Fractions, decimals and percentages • Percentages • Statistics and questionnaires • The averages • Angles, lines and symmetry • Polygons and parallel lines • Interior and exterior angles of polygons <p>Year 10 topics so far</p> <ul style="list-style-type: none"> • Real-life graphs • Straight-line graphs • Quadratic equations: graphs • Ratio • Proportion • Probability I • Probability II • Perimeter and area • 3D forms and volume • Transformations I: rotations and translations • Transformations II: reflections and enlargements • Right-angled triangles: Pythagoras and trigonometry 	<ul style="list-style-type: none"> • Inverse Proportion • Real-life • Parallel • Perpendicular • Product • Reciprocal • Negative reciprocal 	<ul style="list-style-type: none"> • Curve • Asymptote • Interpret 	
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Resources to support your success

Corbett Maths

Maths Genie

You will be given past papers to help you.

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Maths **Year Group: Year 10 Higher sets**

The assessment will be in the form of: Written test

Length of assessment: 1hr 30 mins

Date of Assessment: Week beginning 16th June

What do we want the Pupils to Know or Master:

Topics from year 9 and year 10

Most recent topics

- Circle theorems
- Probability
- Further Trigonometry
- Perimeter, area and 3D forms
- Circles, cylinders, cones and spheres
- Accuracy of bounds

The student will demonstrate (success criteria):

Recent topics – rest of success criteria on SMHW

Perimeter, area and 3D forms

- Recall and use the formulae for the area of a triangle, rectangle, trapezium and parallelogram using a variety of metric measures;
- Calculate the area of compound shapes made from triangles, rectangles, trapezia and parallelograms using a variety of metric measures;
- Find the surface area of prisms using the formulae for triangles and rectangles, and other (simple) shapes with and without a diagram;
- Find the perimeter of a rectangle, trapezium and parallelogram using a variety of metric measures;
- Calculate the perimeter of compound shapes made from triangles and rectangles;
- Draw sketches of 3D solids;
- Identify planes of symmetry of 3D solids, and sketch planes of symmetry;
- Sketch and recognise nets of cuboids and prisms;
- Recall and use the formula for the volume of a cuboid or prism made from composite 3D solids using a variety of metric measures;
- Convert between metric volume measures;
- Convert between metric measures of volume and capacity, e.g. 1 ml = 1 cm³;
- Use volume to solve problems;
- Estimating surface area, perimeter and volume by rounding measurements to 1 significant figure to check reasonableness of answers.
- Recall the definition of a circle and name and draw parts of a circle;
- Recall and use formulae for the circumference of a circle and the area enclosed by a circle (using circumference = $2\pi r = \pi d$ and area of a circle = πr^2) using a variety of metric measures;

- Use $\pi \approx 3.142$ or use the π button on a calculator;
- Calculate perimeters and areas of composite shapes made from circles and parts of circles (including semicircles, quarter-circles, combinations of these and also incorporating other polygons);
- Calculate arc lengths, angles and areas of sectors of circles;
- Find radius or diameter, given area or circumference of circles in a variety of metric measures;

Circles, cylinders, cones and spheres

- Find the volume and surface area of a cylinder;
- Recall and use the formula for volume of pyramid;
- Find the surface area of a pyramid;
- Use the formulae for volume and surface area of spheres and cones;
- Solve problems involving more complex shapes and solids, including segments of circles and frustums of cones;
- Find the surface area and volumes of compound solids constructed from cubes, cuboids, cones, pyramids, spheres, hemispheres, cylinders;
- Giving answers in terms of π ;
- Form equations involving more complex shapes and solve these equations.

Accuracy and bounds

- Calculate the upper and lower bounds of numbers given to varying degrees of accuracy;
- Calculate the upper and lower bounds of an expression involving the four operations;
- Find the upper and lower bounds in real-life situations using measurements given to appropriate degrees of accuracy;
- Find the upper and lower bounds of calculations involving perimeters, areas and volumes of 2D and 3D shapes;
- Calculate the upper and lower bounds of calculations, particularly when working with measurements;
- Given a measurement/value with a 10% error interval, work out the range of possible values.

Topic List	Vocabulary		Recommended skill practice for this assessment
Year 9 topics	• Parallel	• Linear	Questions from Corbett Maths

- Calculations, checking and rounding
- Indices, roots, reciprocals and hierarchy of operations
- Factors, multiples and primes
- Standard form and surds
- Algebra: the basics
- Setting up, rearranging and solving equations
- Sequences
- Averages and range
- Representing and interpreting data
- Scatter graphs
- Fractions
- Percentages
- Ratio and proportion
- Polygons, angles and parallel lines
- Pythagoras' Theorem and trigonometry

Year 10 topics so far

- Linear graphs and coordinate geometry
- Quadratic, cubic and other graphs
- Constructions and loci
- Graphs: the basics and real-life graphs
- Linear graphs and coordinate geometry
- Quadratic graphs
- Reciprocal and exponential graphs; Gradient and area under graphs
- Circle theorems
- Probability
- Further Trigonometry
- Perimeter, area and 3D forms
- Circles, cylinders, cones and spheres
- Accuracy of bounds

- Horizontal
- Vertical
- Straight line
- Axis
- Equation
- Graph
- Intercept
- Direct proportion
- Inverse Proportion
- Real-life
- Parallel
- Perpendicular
- Product
- Reciprocal
- Negative reciprocal

- Table of values
- Function
- Gradient
- Slope
- Steep
- Positive
- Negative
- Coordinate
- y-intercept
- Curve
- Asymptote
- Interpret

<https://corbettmaths.com/contents/>
<https://www.mathsgenie.co.uk/>

Mathswatch – you should have your username and password

Resources to support your success

Corbett Maths

Maths Genie

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Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
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 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Media Yr 10

The assessment will be in the form of: *Mock Exam* Length of assessment: *1hr* Date of Assessment: June 2025

What do we want the Pupils to Know or Master:

Broad Themes

- Currently studied Set Texts
- Luther Season 1 Episode 1
- First 10 minutes of The Sweeney S1E1
- Film Industry- James Bond Man with Golden Gun/no time to die.
- Taylor Swift Bad Blood
- Justin Bieber's Intentions
- Media Theorists

Topic List	Recommended skill practice for this assessment
Luther Season 1 Episode 1/ First 10 minutes of The Sweeney S1E1	Watching episode while making notes or flash cards on how the key characters come across through dialogue and costume. Setting and location how is this used to creating a feeling in the audience. List down what the narrative is of the episode along with how this demonstrated by the shots.
Film Industry- James Bond Man with Golden Gun/no time to die.	Create Flash Cards analysing the colour, text, images/characters and layout of the posters. Make sure to briefly explain how these 'Conventions' are being used within the media text.

<p>Taylor Swift Bad Blood</p> <p>Justin Bieber's Intentions</p>	<p>Make notes or flash cards on what the narrative structure of the music video is along with the characters and how they are being 'Representation' comes across to the audience.</p>
<p>Media Theorists Examples</p> <p>Representation Theory</p> <p>Semiotics Theory</p> <p>Uses and Gratification Theory</p> <p>Gaze Theory</p> <p>Intertextuality/ideology Theory</p> <p>A-E Demographic Theory</p> <p>Psychometric Theory</p>	<p>Using Flash Cards to learn the required information.</p>

<p>What prior learning does this link to?</p> <p>Demonstration of learnt set texts from previous term.</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Assessment of set texts for GCSE Exam.</p>
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Revision and Resources

<p>Resources to support your success</p> <p>GCSE Set Texts Help Guide with exam Questions included.</p>
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Subject: Physical Education

The assessment will be in the form of: Sustained outcome

Length of assessment: **1 hour 15 minutes**

Date of Assessment: June 2025

<p>What do we want the Pupils to Know or Master:</p> <p>Paper 2: Socio-cultural influences and well-being in physical activity and sport</p> <ul style="list-style-type: none"> • 78 marks 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. <p>Link key ideas of the question to a sporting example and justify how and why this example is related to the element being discussed.</p>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data 	<p><i>Use revision guide for paper 2 and topics on a page that have been sent to you via Satchel:one</i></p>	<p>Completing exam questions on the listed topics, use past papers online from the AQA exam board. Mark these yourself and use this to understand your areas of weakness. Refer to revision guide and your last paper at PC2</p>

<p>What prior learning does this link to?</p> <p>Classification of skill Skill and ability Classifications of skill Definitions of types of goal Goal setting SMART Information processing model Guidance and feedback on performance Mental preparation for performance Arousal - Inverted U-theory</p>	<p>Links to future learning</p>
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Stress management techniques Engagement patterns Commercialisation of physical activity and sport Health, fitness and well-being Physical, emotional and social The consequences of a sedentary lifestyle Energy use, diet, nutrition and hydration	
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Revision and Resources

Resources to support your success

<https://www.bbc.co.uk/bitesize/topics/zwrcg82>

<https://www.bbc.co.uk/bitesize/examspecs/zp49cwx>

<https://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582/teaching-resources>

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Photography

The assessment will be in the form of: Sustained outcome

Length of assessment: 5 hours

Date of Assessment: June 2025

<p>What do we want the Pupils to Know or Master:</p> <p>Themes- Building and developing existing knowledge of the formal elements and the principals of photography and produce a sustained outcome within the theme of Colour Shape Pattern</p> <p>Broad Themes Urban Landscapes Colour Shape Pattern</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Through detailed research and links to the theme select appropriate resources to produce a meaningful outcome • Use photography knowledge of the camera, photoshop and dark room to experiment with ideas for their final sustained outcome • Produce an outcome that links to all sources selected and use their power points to demonstrate successful idea development from start to finish
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Colour Shape Pattern Digital Photography Dark room photography The DSLR Principals of Photography Photoshop navigation	<i>Leading lines</i> <i>Rule of thirds</i> <i>Even & odds</i> <i>Fill the frame</i> <i>Horizon line</i> <i>Foreground</i> <i>Background</i>	Reading through the definition of the principals of photography and identifying examples in their own power points and final outcomes in their folders.

What prior learning does this link to?

The principals of Photography
The formal elements of art
Artist research
Producing meaningful outcomes
Analytical links between contextual sources and personal responses

Links to future learning

[Cameras](#)
[Photography techniques](#)
[Arts & Culture](#)
[Google Arts & Culture](#)

[Responding to sources](#)
[Analytical drawing](#)
[Developing ideas](#)
[The four assessment objectives](#)

The assessment will be in the form of: *1 exam paper 1hr 15 min*

Date of assessment: Lessons in the week starting 30th June 25

<p>What do we want the Pupils to Know or Master: We want students to be able to answer a variety of question types such as multiple-choice, link boxes, sentence completion, labelling diagrams, labelling/drawing diagrams, filling in short answers, carry out calculations and master writing extended answers in response to questions.</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ AO1 - Demonstrate knowledge and understanding of concepts and issues. ✓ AO2 - Apply knowledge and understanding of concepts and issues to a variety of contexts. ✓ AO3 - Analyse and evaluate information and issues to demonstrate understanding of concepts, make judgements and draw conclusions.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<ul style="list-style-type: none"> • 6. Molecules and matter • 7. Radioactivity • 8. Forces in balance • 9. Motion 	<p><i>All words associated with the units on the left and</i></p> <p><i>Suggest</i></p> <p><i>Describe</i></p> <p><i>Explain</i></p> <p><i>Calculate</i></p>	<ul style="list-style-type: none"> 18. Revision Knowledge Organisers 19. Keyword Flashcards 20. Revision guides 21. AQA exam paper practise 22. Clear, explained response to task

<p>What prior learning does this link to?</p> <p>AQA exam paper 1 content</p> <p>You will be provided with the Equations sheet for the Physics exams but you must know how to use the equations on there.</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Links to all future AQA Sciences GCSE content</p>
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Resources to support your success

Personal Revision Materials

You can use the Kerboodle website to access the textbooks and use your exercise books.

Also use the bbcbitesize pages in the links below:

<https://www.bbc.co.uk/bitesize/topics/z3ybb82>

<https://www.bbc.co.uk/bitesize/topics/zshssrd>

<https://www.bbc.co.uk/bitesize/topics/ztmttv4>

<https://www.bbc.co.uk/bitesize/guides/z2wy6yc/revision/5>

Knowledge organisers and Seneca Learning tasks on SMHW

Videos:

Choose topics from

<https://www.youtube.com/watch?v=WtPeQsEwEWA&list=PLIDtVvefFYT85U1l0jXTrMxDkqILrg18C>

[Revision and Study Skills.pdf](#)

Subject: PRE-Religious Studies

Year Group: 10

The assessment will be in the form of:

Length of assessment: *Component 1: 2HRS in Hall Component 2= 1hr Component 3= 1hr (in class)*

What do we want the Pupils to Know or Master:

Component 1- Religious, philosophical and ethical studies in the modern world.

Issues of relationships:

Relationships

What is the family

Roles of men and women in the family

The Nature and purpose of Marriage

Religious Attitudes towards:

Marriage, Adultery, Cohabitation, Divorce and Separation, Arranged Marriages, Remarriage, Sexual Relationships, Purpose of Sex, Contraception, Gender and Gender Equality,

Life and Death

The Origin of the World- Religious and Scientific Perspectives

The Big Bang Theory

The Theory of Evolution

How the World began

Muslims and Christians attitude towards:

Creation, Stewardship, The Sanctity of Life, The Quality of Life,

Abortion, Euthanasia, The Right to Die, Beliefs about Life and the Afterlife,

The Soul.

The concept of Heaven and Hell, The beliefs about Judgement (Islam and Christianity)

Humanist approach on the above.

Issues of good and evil

The student will demonstrate (success criteria):

- ✓ Overall knowledge of all the topics explored since year 9
- ✓ Demonstrate knowledge and understanding of:
Religions and beliefs including self-belief, practices and sources of authority.
- ✓ The Influence on individuals, communities and societies
- ✓ Similarities and differences between religions and belief.
Students should be able to:

State- What is?

- Define
- Describe
- Explain

Crime and Punishment

Aims of Punishment

Religious attitude towards Punishment and Justice.

Prison Reformers

The Death Penalty, Forgiveness, Good and Evil, Suffering,

Human Rights

Social Justice. Campaign for Human Rights

Censorship

Freedom and Religious Expression

Prejudice and Discrimination

Religious Discrimination

Racism

Poverty

Component 2 -Christianity

The nature of God- The O words

The Trinity

The Apostles Creed

Creation

The Fall

Crucifixion

Salvation and Atonement

Resurrection

The After Life

Heaven and Hell

Christian Practices

Types of Worship

The Sacraments

Pilgrimages and Celebrations

Christmas

Easter

Pilgrimages

The role of the Church in the local Community

<p>Evangelism</p> <p>Component 3- Islam – Beliefs</p> <p>The Quran as a source of Authority</p> <p>Sunni and Shia Islam</p> <p>The Foundations of Fath Sunni Islam</p> <p>The Five roots of religion Usua ad- Din in Shia Islam</p> <p>The nature of Allah</p> <p>Rasilah- Prophet hood –</p> <p>Muhammad – The last and greatest prophet</p> <p>The revelation of the Quran</p> <p>The prophet Muhammad</p> <p>Judgement Heaven and Hell in Islam</p> <p>Al Qudar- Predestination</p> <p>Islam-Practices</p> <p>The Five Pillars of Islam- Hajj, Zakah, Shahadah, Salah, Sawm</p> <p>The Rakahs</p> <p>Festivals and Celebrations in Islam</p> <p>Ramadan/ Fasting in Islam</p> <p>Muslims Payer- Five times daily</p> <p>Jihad</p> <p>Id-ul the festival of fast breaking</p> <p>Id- ul – Adha- festial of sacrifice.</p>	
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Issues of relationships</p> <p>Life and Death</p> <p>Issues of good and evil</p> <p>Human Rights</p>	<p>Christian and Islamic key words such as:</p> <ul style="list-style-type: none"> • Good and Evil • Forgiveness 	<ul style="list-style-type: none"> • Human Rights • Attitudes towards Human Rights and Justice • Censorship 	<p>Make use of the following resources listed below:</p> <p>Use last year’s folder alongside your exercise books to revise key points.</p>

<p>Christian Practices Islam beliefs Islam practices</p>	<ul style="list-style-type: none"> • Free will • Justice • Morality • Punishment • Sin • Suffering • Crime and Punishment/Types of Punishment • Types of Morality • Causes of Crime • Aims of Punishment • What is justice and the relationship between justice and punishment • Christian attitude towards punishment and justice • Islam attitude towards punishment and justice • How are criminals treated in the modern prisons • Prison Reformers • The Death Penalty • Attitude Towards the Death Penalty (Islam, Humanists and Christianity) • Forgiveness and teachings about forgiveness Islam and Christianity and Humanist • The Nature of God-What is good and what do 	<ul style="list-style-type: none"> • Freedom of Religious Expression • Discrimination and religious attitudes towards • discrimination • Racism • Muslims Christian attitude towards Racial rejudice • Religious attitude towards Wealth and Poverty • Christianity • Christian Practices • The Nature of God-omnibenevolent, omnipotent, • The Trinity • Creed • Creation • Incarnation • Crucifixion of Christ • Salvation and Atonement Resurrection • Atonement Sin Sin and Salvation • Teachings on Heaven and Hell Judgement • Islam • Id- ul – Adha • Id-ul • Jihad • Rakahs • Fath Sunni • Al Qudar- Predestination 	<p>Use the key vocabulary of key words and quotes provided by your teacher to revise</p> <p>Practice the past paper questions that your teacher has provided for you.</p> <p>Write essay styled responses to questions. Follow the abbreviator WDED:</p> <ul style="list-style-type: none"> • What is? • Define • Describe • Explain • State
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	<ul style="list-style-type: none"> • Muslims, Christians and Humanist say about it. • Suffering and what do Muslims, Christians, Jews and • Humanist say about Suffering 	<ul style="list-style-type: none"> • Rasilah • Usua ad- Din in Shia • Hajj, Zakah, Shahadah, Salah, Sawm 	
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<p>What prior learning does this link to?</p> <p>Students studied topics in year 9 and 10 then build on them in year 11. Islam and Christianity explored in year 9 onwards.</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>All topics are linked to what students are now completing. Topics are been revisited to plug gaps where applicable.</p>
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Revision and Resources

Resources to support your success

WJEC EDUQAS GCSE (9-1) Religious Studies Route A Text book (updated)

WJEC EDUQAS GCSE (9-1) Religious Studies Route A Revision text

[Welcome to the WJEC homepage](#)

Workbook used in lessons

Exercise books

The KEY TO PRE booklet

Religious Quote Bank

The holy Bible and Quran

Subject: Spanish **Year Group:** 10 PC3

The assessment will be in the form of: *Listening and Reading Assessment* Length of assessment: *1 x lesson* Date of Assessment: **w/c 19/6/25**

<p>What do we want the Pupils to Know or Master: Vocabulary and grammar from Theme 1 Unit 2: Healthy living and lifestyle and Theme 1 Unit 3 Education and Jobs</p> <p>Theme 1: Unit 2 Healthy Living and lifestyle; Unit 3 Education and work).</p> <p>Reading: Mixed exam question types including multiple choice, identifying true/false statements Line translations from Spanish to English</p> <p>Listening: Mixed question types including multiple choice, identifying positive and negatives.</p> <p>Dictation – Four sentences related to the theme.</p>	<p>The student will demonstrate (success criteria):</p> <p>Accurate comprehension Correctly understanding main points and specific details.</p> <p>Effective use of inference Making logical guesses when information is implied, not stated directly.</p> <p>Understanding of key vocabulary Recognizing frequently used GCSE-level vocabulary and topic-specific words.</p> <p>Recognition of grammar structures Identifying verb tenses, negatives, comparatives, and conditionals.</p> <p>Application of exam techniques Skimming/scanning, checking answers, and managing time effectively.</p> <p>Avoidance of literal translation Not translating word-for-word when it's not idiomatic or natural.</p> <p>Listening:</p> <p>Understanding main ideas Being able to identify the key points of a conversation or passage.</p> <p>Identifying specific details Listening for facts like names, dates, and numbers in order to answer question</p> <p>Clear identification of opinions</p>
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	<p>Recognising expressions of opinion, emotion, or preference (e.g., <i>me gusta, prefiero</i>).</p> <p>Recognition of tenses Understanding verbs in different tenses (past, present, future).</p> <p>Understanding different accents Being able to understand various Spanish accents and regional differences.</p> <p>Effective time management Answering all questions on time and using both listens wisely.</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
Theme 1 Unit 2 Healthy lifestyle Unit 3 Education and Work	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <i>Key topic vocabulary from Unit 2 and 3</i> 	<p>Reading skills – understanding short texts, using knowledge of English to work out the meaning of words. Understanding the importance of context. Deducing the meaning of unknown words through context.</p> <p>Listening for gist and specific information Wise usage of context, avoiding false friends Recognising different tenses/time markers Recognising different accents (eg Spain/Latin America).</p>

<p>What prior learning does this link to? Year 9 – Some vocabulary in the reading text relates to Theme 1 Unit 3 (School) Year 10 – Theme 1- Unit 2 Healthy Lifestyle, Unit 3 Education and Work</p>	<p>Links to future learning and/or provides foundation of knowledge for Building knowledge and skills in readiness for the demands of year 11.</p>
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Revision and Resources

Resources to support your success

You will need to use Quizlet to help you revise the above, plus any worksheets and notes from the beginning of year 9

Other useful revision websites are:-

<https://www.bbc.co.uk/bitesize/examspecs/zjgpg2p>

Languages online:

<https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#Grammar>

<https://studyspanish.com/grammar/test/genoun1>

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
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 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
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 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.