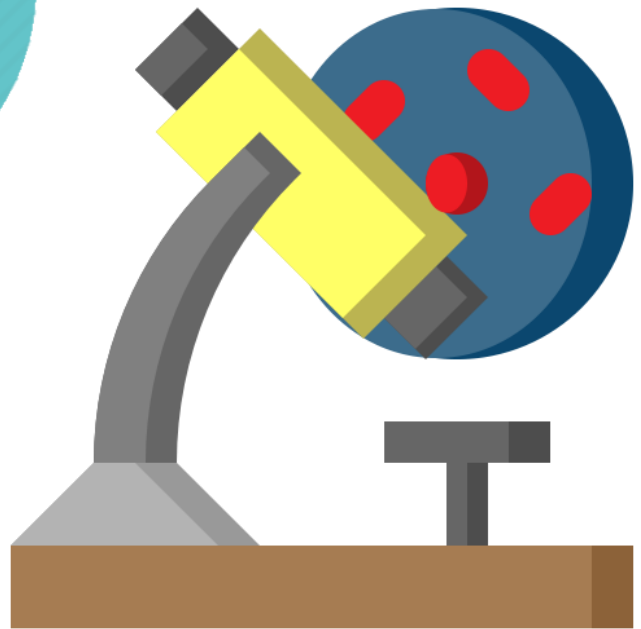


Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

YEAR 10

MADE FOR GREATNESS



Summer Assessment Booklet

Name:



CARDINAL
NEWMAN
CATHOLIC SCHOOL

“Knowledge through the light of faith”

Assessment Letter

May 2026

Dear Parent/Carer

Re: Y10 Summer Assessments– Aim High, Reach for the Sky, No Limits!

We hope that you and your family are well at this time.

By Friday 5th June 2026, Year 10 students will have completed their GCSE English Language examinations. We would like to thank you for your support during this time.

As Year 10 move into Year 11, it is important that we also identify their progress and understanding in other subject areas through end of year in-class assessments. The summer assessments are an important part of Year 10 as it allows for identifying gaps for future learning as well as providing students with further examination experience ahead of commencing Year 11.

The Year 10 summer assessment period will take place from **Monday 15th June until Tuesday 23rd June 2026**. You can find the timetable on the following page.

This booklet will support students in preparing for these in-class assessments and will outline the following:

- Topics covered in the assessments
- Which sections should be completed in the revision materials and workbooks
- How the materials should be used
- What further revision can be completed

We recognise that sometimes the assessment season can cause some students to feel anxious or stressed. We want this to be a positive experience that supports and develops the skills and resilience in preparation for future examinations. If you need any further support, guidance or information please do not hesitate in contacting us. We would also like to take this opportunity to thank you for your continued support and a huge well done to all those students who have worked so well in Year 10 and have continued to work hard and demonstrate that they are truly made for greatness.

Please do not hesitate to make contact if you have any further queries.

Yours faithfully



Mr J McLintock
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Joseph.McLintock@hccmac.co.uk

Ms E O'Connor
Headteacher
Emma.OConnor@hccmac.co.uk

Tips to support Revision and well being

Top Tips for Revision success:

- Put your phone out of site
- Make a clear plan
- Be realistic with your time
- Space out learning
- Start revision early!
- Find a quiet place to work and revise
- Mix up your revision e.g mindmaps/flash cards
- Practice exam questions
- Take regular breaks
- Keep energized with food & water
- Test what you know - use family/friends to help
- Get enough sleep
- Be positive!



How to Revise:

PREPARE -

1. Use a checklist so you know what content to Revise and you can see your progress
2. Use a RAG (Red, Amber, Green) to rate your confidence on topics
3. Get into a regular routine revising using your revision timetable

LEARN -

1. Summarise the learning using things like:
 - Mindmaps
 - Flashcards
 - Note taking
 - Dual coding
2. Teach it to others - if you can't explain it, you do not know it!

PRACTICE-

1. Test yourself and be tested
2. Complete past paper questions and use the mark scheme to then improve them
3. Use example answers - read them and then write them

Summarise

Summarise content of the Knowledge Organiser into single words. Then close the KO and use these words to rewrite the content



Link It

Find connections between ideas, vocabulary or facts within the Knowledge Organiser. How many connections can you find between them? Create a mindmap to show this.



Recreate It

Recreate diagrams, maps or images - first by copying from the sheet, eventually moving on to recalling entirely by memory.



Memorise It

Choose a section to read, and try to memorise it. Cover it up. Write it out. Check what you've missed and add it in green pen.



Quiz It

Write yourself a quiz based on the Knowledge Organiser. Come back to it another day and see if you can answer it from memory. Green pen your answers.



Assessment Booklet

Biology

What am I being assessed on? AQA Biology (Trilogy and Single Science)

You are sitting a full paper one, this covers any content from;

B1 Cell Biology

B2 Organisation

B3 Infection & Response

B4 Bioenergetics

What revision material should I revise from?

You can use the following resources to revise:

- PiXL PowerPoints on Class charts
- BBC bitesize – AQA Biology
- Your exercise books
- Pitstops you have already completed
- Educake
- FreeSciencelessons.com videos on Youtube



How can I revise?

- Make mind maps of the topics coming up in your assessment using your school book, revision guide or BBC Bitesize
- Make revision cards with information on one side and questions on the back to test yourself
- Answer the PiXL knowledge questions on each topic and check your answers
- Complete quizzes on BBC Bitesize, Educake & Seneca

Assessment Booklet

Chemistry

What am I being assessed on? AQA Chemistry (Trilogy and Single Science)

- C1 Atomic structure and the periodic table**
- C2 Bonding**
- C3 Quantitative chemistry**
- C4 Chemical changes**
- C5 Energy changes**

What revision material should I revise from?

1. Your exercise books
2. BBC Bitesize
3. Educake
4. Free science lessons/videos on YouTube
5. School website: [Cardinal NewmanCatholicSchool -Science](#)

How can I revise?

- **Make mind maps of the topics coming up in your assessment using your school book, revision guide or BBC Bitesize**
- **Make revision cards with information on one side and questions on the back to test yourself**
- **Answer the PiXL knowledge questions on each topic and check your answers**
- **Complete quizzes on BBC Bitesize, Educake & Seneca**

Assessment Booklet

Physics

What am I being assessed on? AQA Physics (Trilogy and Single Science)

P1 Atomic structure and the periodic table
C2 Bonding
C3 Quantitative chemistry
C4 Chemical changes
C5 Energy changes

What revision material should I revise from?

1. Your exercise books
2. BBC Bitesize
3. Educake
4. Free science lessons/videos on YouTube
5. School website: [Cardinal Newman Catholic School - Science](#)

How can I revise?

- **Make mind maps of the topics coming up in your assessment using your school book, revision guide or BBC Bitesize**
- **Make revision cards with information on one side and questions on the back to test yourself**
- **Answer the PiXL knowledge questions on each topic and check your answers**
- **Complete quizzes on BBC Bitesize, Educake & Seneca**

Assessment Booklet

GCSE RE



What am I being assessed on?

Component 1 Origins and Meaning and Good and Evil. Marks:45 /6Spag Time: 45 minutes

Origins and Meaning: 1 x A, 1 x B, 1 x C, 1 x D + **Good and Evil: 1 x A, 1 x B, 1 x C**

Topics to focus on

Origins and Meaning



Keywords

Literary forms of the Bible

Interfaith Dialogue

Creation and purpose of humans

Good and Evil

Keywords

Trinity

Incarnation



What revision material should I revise from?

Use the revision materials provided by your teacher. These will include:

- PLC
- Revision guide
- Eduqas knowledge organisers
- Seneca
- Revise with Miss Keane Podcast

How can I revise?



Revision checklist – tick off the tasks once you have completed them:

- PLC – Complete this at the start of your revision to see what you already know and then at the end to see the progress that you have made.
- Revision guide – Make notes/flash cards on all the topics listed above using the revision guide to help
- Seneca – Complete Component 1 Topics online for more interactive revision
- Practice timed exam questions using the exam format - B (Describe), C (Explain) and D (Discuss)

Assessment Booklet

GCSE Maths HIGHER

What am I being assessed on? (Higher 10a1,10a2,10a3,10b1,10b2,10b3)

Higher Paper 1 Topics

Find the LCM
Complete the probability table
Find the nth term of an arithmetic sequence Problem involving fractions
Expand a pair of brackets
Laws of indices
Standard form conversions
Standard form calculations
Problem involving ratio, percentages and fractions
Exact Trig value
SOH CAH TOA
Describe a transformation
Estimation
Complete a table of values and draw quadratic
Estimate solutions from quadratic graph
Recurring decimals
Find a term in a quadratic sequence
Simultaneous equations - linear
Surds
Solve equations where the unknowns are indices

Higher Paper 2 Topics

Product of primes
HCF of two numbers
Scatter graphs
Pythagoras
Changing the subject of a formula
Area of composite shapes including half circle
Solve a quadratic equation by factorising
Column Vectors
Match the graphs with their equations
Draw a frequency polygon
Identify class interval containing median
Write error intervals
Compound interest problem
Expand triple brackets
Ratio
Inequalities on graphs (regions)
Spheres and Cones

What revision material should I revise from?

- Use your exercise books to review the lessons you have had since September.
- Login to Mathswatch. It has helpful videos and questions on every topic you might be tested on. Ask your teacher to reset your password if you have forgotten your login details! Unless you've reset them, your password and username will both be pnumber@cncs e.g p1234@cncs

How can I revise?

- Your class teacher will set up a revision task on Maths Watch matching up the topics covered in the Learning Journey
- You can look back at old lessons in your books
- Make posters and revision cards about key methods and facts e.g method for expanding brackets
- Watch videos and complete tasks on Mathswatch.
- Check other revision sources on the internet. For example, Maths Genie or CorbettMaths

Assessment Booklet

GCSE Maths HIGHER

Additional Resources (NON CALCULATOR PAPER)

As a part of the revision process before the Summer assessment watch the following videos on Maths Watch:

Clip 48	Reflections	Clip 134a	Expanding and Simplifying - Single Set of Brackets
Clip 49	Rotations	Clip 134b	Expanding and Simplifying - Double Set of Brackets
Clip 50	Translations	Clip 148	Enlargements
Clip 78	Product of Primes	Clip 154	Negative Indices
Clip 79	Highest Common Factor (HCF)	Clip 161	Cubic and Reciprocal Graphs
Clip 80	Lowest Common Multiple (LCM)	Clip 162	Simultaneous Equations Algebraically
Clip 83	Standard Form	Clip 173	Exact Trigonometric Values
Clip 91	Estimating Answers	Clip 177	Recurring Decimals to Fractions
Clip 98	Drawing Quadratic Graphs	Clip 188	Fractional Indices
Clip 103	Finding the nth Term	Clip 189	Recurring Decimals - Proof
Clip 106	Sharing using Ratio	Clip 207a	Introduction to Surds
Clip 125	Experimental Probabilities	Clip 207b	Surd Expressions
Clip 131	Index Notation	Clip 207c	Surds - Rationalising the Denominator

Assessment Booklet

GCSE Maths HIGHER

Additional Resources (CALCULATOR PAPER)

As a part of the revision process before the Summer assessment watch the following videos on Maths Watch:

Clip 79 Highest Common Factor (HCF)

Clip 80 Lowest Common Multiple (LCM)

Clip 117 Area of a Circle

Clip 129 Scatter Diagrams

Clip 136 Rearranging Simple Formulae

Clip 150a Pythagoras' Theorem - A Simple Approach

Clip 155a Error Intervals - Rounding

Clip 157 Factorising and Solving Quadratics

Clip 171 Cones

Clip 164 Compound Interest and Depreciation

Clip 174 Introduction to Vectors

Clip 168 Trigonometry

Clip 178 Product of Three Binomials

Clip 169 Spheres

Clip 198 Regions

Clip 65b Frequency Polygons

Clip 165b Ratio Questions - Questions with Overlap

Clip 200a Advanced Ratio Questions - Standard Questions

Assessment Booklet

GCSE Maths FOUNDATION

What am I being assessed on? (Foundation 10a4, 10b4)

Foundation Paper 1 Topics

Order a set of integers
Write a fraction as a percentage
Factors and multiples
Multiply decimal by 10/100/100
Simplify algebraic expression
Multiply two negative numbers
Pictogram
Probability on a number line
Problem involving time and money
Equivalent fractions
Add/subtract/multiply/divide fractions
Solve linear equations
Recipes - direct proportion
Estimation
Reflections and enlargements
Simple interest
Angles in parallel lines
nth term of arithmetic sequence
Word problems involving fractions
Expand brackets, Laws of indices, Speed distance time

Foundation Paper 2 Topics

Order decimals
Collect like terms
Write decimal as a fraction
Metric conversion involving length
Find the midpoint of two numbers
Recognise parts of a circle
Word problem involving integers
Probability
Problem involving percentage of amounts
Substitution and solving
Round to significant figures
Problem involving cubes and cuboids
Draw straight line graph
Best-buy problems
Frequency trees
Product of primes, HCF and LCM
Scatter graphs
Pythagoras
Area of composite shapes including half circle
Compound interest problem

What revision material should I revise from?

- Use your exercise books to review the lessons you have had since September.
- Login to Mathswatch. It has helpful videos and questions on every topic you might be tested on. Ask your teacher to reset your password if you have forgotten your login details! Unless you've reset them, your password and username will both be pnumber@cncs e.g p1234@cncs

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- Make posters and revision cards about key methods and facts e.g method for expanding brackets
- Watch videos and complete tasks on Mathswatch.
- Check other revision sources on the internet. For example, Maths Genie or CorbettMaths

Assessment Booklet

GCSE Maths FOUNDATION

Additional Resources (NON CALCULATOR PAPER)

As a part of the revision process before the Summer assessment watch the following videos on Maths Watch:

Clip 2 Ordering Integers

Clip 73 Multiplying Fractions

Clip 3 Ordering Decimals

Clip 74 Dividing Fractions

Clip 14 The Probability Scale

Clip 85 Fractions, Percentages, Decimals

Clip 16 Pictograms

Clip 87 Percentage of an Amount (Non-Calc.)

Clip 22a Money Questions - Non-Calculator

Clip 91 Estimating Answers

Clip 25 Equivalent Fractions

Clip 103 Finding the nth Term

Clip 28 Factors, Multiples and Primes

Clip 106 Sharing using Ratio

Clip 30 Multiplying and Dividing by Powers of 10

Clip 111 Simple Interest

Clip 48 Reflections

Clip 120 Angles and Parallel Lines

Clip 49 Rotations

Clip 131 Index Notation

Clip 50 Translations

Clip 134a Expanding and Simplifying - Single Set of Brackets

Clip 68a Negatives - Adding and Subtracting

Clip 134b Expanding and Simplifying - Double Set of Brackets

Clip 68b Negatives - Multiplying and Dividing

Clip 135a Solving Equations - Balancing

Clip 71 Adding and Subtracting Fractions

Clip 142a Compound Units - Speed

Clip 72 Finding a Fraction of an Amount

Assessment Booklet

GCSE Maths FOUNDATION

Additional Resources (CALCULATOR PAPER)

As a part of the revision process before the Summer assessment watch the following videos on Maths Watch:

Clip 31	Rounding to the Nearest 10, 100, 1000	Clip 87	Percentage of an Amount (Non-Calc.)
Clip 32	Rounding to Decimal places	Clip 90	Rounding to Significant Figures
Clip 33	Simplifying - Addition and Subtraction	Clip 95	Substitution
Clip 34	Simplifying - Multiplication	Clip 96	Straight Line Graphs
Clip 35	Simplifying - Division	Clip 112	Metric conversions
Clip 41	Value for Money	Clip 115	Volume of a Cuboid
Clip 57	Frequency Trees	Clip 116	Circle Definitions
Clip 59	Calculating Probabilities	Clip 117	Area of a Circle
Clip 78	Product of Primes	Clip 129	Scatter Diagrams
Clip 79	Highest Common Factor (HCF)	Clip 150a	Pythagoras' Theorem - A Simple Approach
Clip 80	Lowest Common Multiple (LCM)	Clip 164	Compound Interest and Depreciation

Assessment Booklet

GCSE Geography

Paper One Mock Exam – Topic & Specification Criteria

Topic One: Hazardous Earth

- Cells & High- & Low-Pressure Systems.
- Climate Change – Causes (VASOO), Evidence & Consequences.
- Global Warming – Human Activities Releasing Greenhouse Gas (FITED) & Consequences.
- Tropical Storm Formation, Distribution, Dissipation & Case Studies **Katrina/Haiyan**.
- Tectonic Hazards – Causes & Measuring
- **Haiti & Japan** Earthquake Case Studies

Topic Two: Development Dynamics

- Development Indicators: GDP; GNI; HDI; PPP, Birth Rate, Death Rate, Infant Mortality, Fertility Rate, Life Expectancy., Gini Coefficient.
- Reasons for differences in population e.g., Differences in fertility rate.
- Rostow's Modernisation Theory (Capitalist) & Frank's Dependency Theory (Socialist).
- Case Study **India** – Location, Growth, Positives & Negatives, International Role.

- Megacities & Primate Cities – Features, Examples & Distribution. Additional – Push & Pull Factors.
- Stages Of Urban Growth: Urbanization, Suburbanization, Counter-Urbanization, Regeneration.
 - Factors Influencing Urban Land Use – Accessibility, Availability, Cost & Planning Regulations.
- **Mumbai** – Site, Situation, History, Urban Layers/Features, Reasons For Population Growth, Opportunities vs. Challenges, Causes For Inequality, Top-Down (Mumbai Monorail/Gorai) vs. Bottom-Up

MATHS QUESTIONS/CALCULATIONS

- Mean, Range, Mode, Interquartile Range, Percentage Increase/Decrease, Ratio, Data Presentation.

Revision Material & Resources

Revision Material & Resources

- LMR send quiz links, case study knowledge guides and YouTube clips.
- 4 Educake quizzes assigned testing case study knowledge and topic terminology.
- Extra – Collect a Paper 1 workbook or past exam papers available on ClassCharts.

Videos (Emailed)

- Japan Earthquake.
- Haiti Earthquake.
- Hurricane Katrina.
- Typhoon Haiyan.
- Climate Change.

How Can I Revise?

Revision Support & Guidance

- Create concept maps, flash cards or knowledge quizzes based on key terms.
- Complete the 4 Educake quizzes to support key term comprehension and knowledge.
- Key terms/knowledge tests (Emailed).
- ClassCharts – Past papers/knowledge questions.
- **Exercise Books!** Review classwork tasks to build confidence of assessment links.



Assessment Booklet

GCSE Geography

Paper One Specification Criteria – Topics 1-3

Topic 1: Hazardous Earth: Climatic (Left) & Tectonic (Right)

Topic content			
I can describe and explain global atmospheric circulation and how circulation cells and ocean currents transfer and redistribute heat energy around the Earth.			
I can describe and explain how atmospheric circulation determines the location of arid and high rainfall areas.			
I can describe and explain the natural causes of climate change and how they explain past climate change events.			
I can describe and explain evidence that supports natural climate change, and how it is used to reconstruct glacial and interglacial climates during the Quaternary and UK climates since Roman times.			
I can describe and explain evidence for how human activity is causing climate change and the possible consequences on people.			
I can describe and explain the range of projections for global temperature change and sea level rise in the future, including physical processes and human reasons for an uncertainty about those projections.			
I can outline the characteristics and explain the seasonal global distribution of tropical cyclones including source areas and tracks and change over time.			
I can describe and explain how the global circulation of the atmosphere leads to tropical cyclones and source areas, and reasons why they intensify and dissipate.			
I can describe and explain the physical hazards of tropical cyclones and their impact on people and environments.			
I can explain why some countries are more vulnerable than others to the impact of tropical cyclones.			
I can describe and explain how countries can prepare for, and respond to, tropical cyclones.			
I can describe and explain the effectiveness of these methods of preparation and response in one developed country and in one developing or emerging country.			
Geographical skills			
I can use and interpret climate graphs.			
I can use and interpret line graphs/bar charts showing climate.			
I can use and interpret temperature and sea level projection graphs to 2100.			
I can use GIS to track the movement of tropical cyclones.			
I can use weather and storm surge data to calculate Saffir–Simpson magnitude.			
I can use social media sources, satellite images and socio-economic data to assess impact.			

Topic content			
I can describe the Earth's layered structure (including the asthenosphere), and can explain how it links to plate tectonics.			
I can describe and explain how the core's internal heat source (through radioactive decay) generates convection currents, leading to plate movement.			
I can describe and explain the distribution and characteristics of the three plate boundaries and hotspots.			
I can describe and explain causes of volcanic (type, magma/type/lava flows and explosivity) hazards.			
I can describe the primary and secondary impacts of volcanoes on property and people in a developed and emerging country.			
I can describe and explain the management of volcanic hazards in a developed and emerging or developing country, including short-term relief and long-term planning.			
I can describe and explain causes of earthquake hazards, including tsunamis (shallow/deep, magnitude)			
I can describe the primary and secondary impacts of earthquakes on property and people in a developed and emerging country.			
I can describe and explain the management of earthquake hazards in a developed and emerging or developing country, including short-term relief and long-term planning.			
Geographical skills			
I can interpret a cross-section of the Earth.			
I can use and interpret a world map showing distribution of plate boundaries and plates.			
I can use the Richter Scale to compare magnitude of earthquake events.			
I can use social media sources, satellite images and socio-economic data to assess impact.			

Topic 2: Development Dynamics & Topic 3: Challenges Of An Urbanising World

Topic content			
I can describe the contrasting ways of defining and measuring development.			
I can explain how countries at different levels of development have differences in their demographic data e.g. Fertility rate, Infant mortality rate.			
I can explain the causes and consequences of global inequalities: social, historical, environmental, economic and political.			
I can explain how Rostow's modernisation theory and Frank's dependency theory can be used to explain how and why countries develop over time.			
I can describe the characteristics of top-down and bottom-up development strategies in terms of their scale, aims, funding and technology. The processes and players contributing to globalisation and why some countries have benefited more than others.			
I can describe and explain the advantages and disadvantages of different approaches to development: non-governmental organisation-led, intermediate technology, inter-governmental organisation-funded large infrastructure and investment by TNCs.			
How is one of the world's emerging countries managing to develop?			
I can describe the site, situation and connectivity of the country and its significance, in a national (environmental and cultural), regional and global context.			
I can describe the broad political, social, cultural and environmental context of the chosen country in its region and globally.			
I can describe the key economic trends since 1990.			
I can describe and explain the role of globalisation and government policy in the development of the chosen country.			
I can explain how rapid economic change has contributed to demographic change, caused urbanisation and created different regions with different socio-economic characteristics.			
I can explain the positive and negative impacts of economic development and globalisation on different age and gender groups.			
I can describe and explain the impacts of economic development and globalisation on the environment at a variety of scales.			
I can explain how rapid economic development has changed the geopolitical influence and relationships with the EU and USA.			
I can explain the conflicting views of the costs and benefits of changing international relations and the role of foreign investment in economic development.			
Geographical skills			
I can compare the relative ranking of countries using development measures.			
I can interpret population pyramid graphs for different development countries.			
I can use income quintiles to analyse global inequality.			
I can use numerical economic data to profile the chosen country.			
I can use proportional flow-line maps to visualise trade patterns and flows.			
I can use socio-economic data to calculate difference from the mean, for core and periphery regions.			

Topic content			
I can describe past and current global trends in urbanisation, explain how it varies between global regions, and outline future projections of global urbanisation.			
I can describe the global pattern of megacities and explain how in many countries some urban areas have disproportionate economic and/or political influence.			
I can explain how economic change and migration contributes to the growth and/or decline of cities in the developing, emerging and developed countries.			
I can explain why urban economies are different in the developing, emerging and developed countries.			
I can describe how urban population numbers and distribution change over time.			
I can describe the characteristics of different urban land uses and explain the factors that influence land-use type.			
I can explain the significance of site, situation and connectivity of the megacity in a national, regional and global context.			
I can describe the megacity's structure in terms of its functions and building age.			
I can give reasons for past & present trends in population growth for the megacity.			
I can describe how population growth has affected the pattern of spatial growth and changing urban functions and land use.			
I can identify the opportunities for people living in the megacity.			
I can describe and explain the challenges for people living in the megacity caused by rapid population growth.			
I can describe the pattern of residential areas of extreme wealth and contrasted with slums and squatter settlements, and give reasons for differences in the quality of life within the megacity and identify the political and economic challenges of managing the megacity.			
I can identify advantages and disadvantages of city-wide government (top-down) strategies for making the megacity more sustainable.			
I can identify the advantages and disadvantages of community and NGO-led bottom-up strategies for making the megacity more sustainable.			
Geographical skills			
I can use and interpret line graphs and calculate the rate of change/annual or decadal percentage growth.			
I can use satellite images to identify different land use zones in urban areas.			
I can use GIS/satellite images, historic images and maps to investigate growth.			
I can use quantitative and qualitative information to judge the scale of variations in quality of life.			

Assessment Booklet

GCSE History

What am I being assessed on?

You will be assessed on Paper 1 **Conflict & Tensions 1919-39:**

1. Treaty of Versailles – Punishments on Germany
2. Munich Agreement, Appeasement & Czechoslovakia
3. Abyssinian Crisis – Hoare-Laval Pact, Actions of Britain & France
4. Remilitarisation of the Rhineland

What revision material should I revise from?

Abyssinia



Remilitarisation
of Rhineland



Treaty of
Versailles



Munich
Agreement



How can I revise?

Revision Support & Guidance

- Create concept maps, flash cards or knowledge quizzes based on key terms.
- Complete the Educake quizzes to support key term comprehension and knowledge.
- Create list of Key Terms for each of the assessed topics.
- **Exercise Books!** Review classwork

Bitesize



Assessment Booklet

GCSE History

Additional Resources

Conflict & Tensions 1918-39

PART 1 – PEACEMAKING – WORKING TOWARDS PEACE AFTER 1918

- The Paris Peace Conference: the aims of Clemenceau, Wilson and Lloyd George
- Woodrow Wilson: the Fourteen Points
- Why were the 'Big Three' willing to compromise when they disagreed on so much?
- What were the terms of the Treaty of Versailles: Diktat; Territorial changes; Military restrictions; War guilt and Reparations
- What was the reaction to the Treaty of Versailles?
- How satisfied were the Allies with the Treaty of Versailles?
- The German reaction to the Treaty of Versailles
- The strengths and weaknesses of the Treaty of Versailles: why Germany objected to it.
- How fair was the Treaty of Versailles and the wider settlement?
- How were Germany's allies treated at the end of the war?
- To what extent did the 'Big Three' achieve their aims?

PART 2 – THE LEAGUE – LEAGUE OF NATIONS & INTERNATIONAL PEACE

- Why was the League of Nations created?
- The structure of the League
- Did the League of Nations help people?
- How successful was the League in the 1920s?
- How did International agreements help the League of Nations?
- The decline of international cooperation in the 1930s
- The Manchurian crisis
- How did the League react to the Manchurian Crisis?
- Why did Italy invade Abyssinia?
- How did Italy respond to the Abyssinian crisis?
- Was the League of Nations destined to fail?

PART 3 – PATH TO WAR – ORIGINS & OUTBREAK OF WW2

- What did Hitler want?
- How did other countries respond to Hitler's foreign policies?
- German rearmament and the road to war
- The reoccupation of the Rhineland
- Which countries supported Hitler?
- Anschluss with Austria, 1938
- How did people react to Anschluss?
- What was the Sudeten Crisis?
- Why was Chamberlain so hopeful of 'peace in our time'?
- How did Britain and France react to Hitler's actions?
- Was appeasement a good idea?
- The Nazi-Soviet Pact
- The invasion of Poland and the declaration of war
- Why did the Second World War break out?

Question Types for Conflict

1. Source analysis question (4marks)
2. Source usefulness question (8marks)
3. Write an account question (8marks)
4. Essay – How far do you agree question (16marks + 4 Spag)

Assessment Booklet

GCSE History

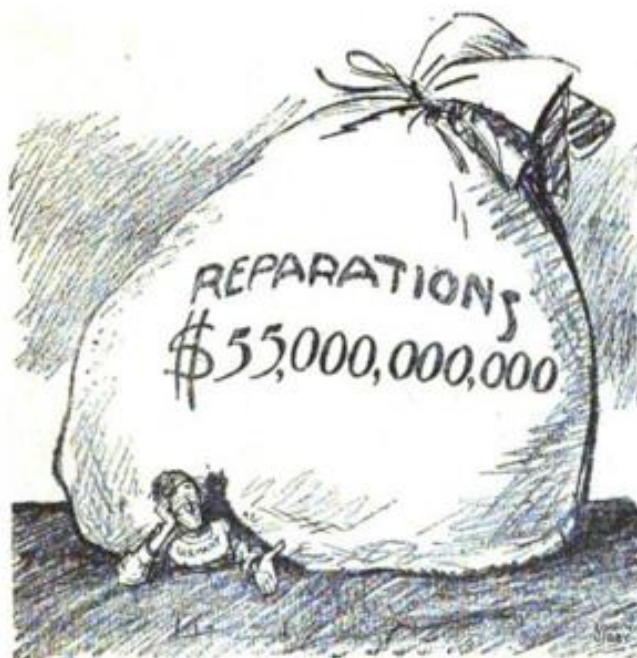
Additional Resources

Source task

Annotate these sources with:

- the symbols used
- the message they are trying to convey about the treaty
- the ways they are useful to a historian studying reactions to the treaty.

You can find more notes about the sources in the Appendix.



An American political cartoon from 1921. The caption read 'Let's see you collect it!'



A political cartoon from 1923 showing Philipp Scheidemann and Matthias Erzberger stabbing German soldiers in the back

How useful are Sources **B** and **C** for a historian studying German reactions to the Treaty of Versailles? **12 Marks**

Assessment Booklet

GCSE PE

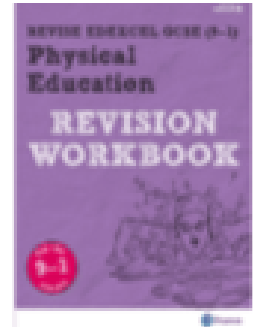
What am I being assessed on?

Topics to study

Topics covered so far on the course that you may be tested on include:

Paper 1: Fitness and body systems

1. The structure and functions of the skeletal system
2. The structure and functions of the muscular system
3. The structure and functions of the cardiovascular system
4. The structure and functions of the respiratory system
5. Short and Long Term Effects of Exercise
6. Movement Analysis



What revision material should I revise from?

- Knowledge organisers you create.
- Spring Revision Notes given to you in lesson
- Seneca
- School books
- Revision Website

<https://www.brianmac.co.uk/>

Advice on the topics that are above
BBC Bitesize – GCSE PE

Exam board:

<https://qualifications.pearson.com/en/subjects/physical-education-and-sport.html>

Revision websites:

<https://sites.google.com/view/mrwnukpe/gcse-pe/component-1-fitness-and-body-systems>

Revision tools, exam questions and videos related to different topic areas.

BBC Bitesize – GCSE PE

How can I revise?

When answering questions with 3 or more marks – REMEMBER!!!!!!!!!!!!

Identify (A01)

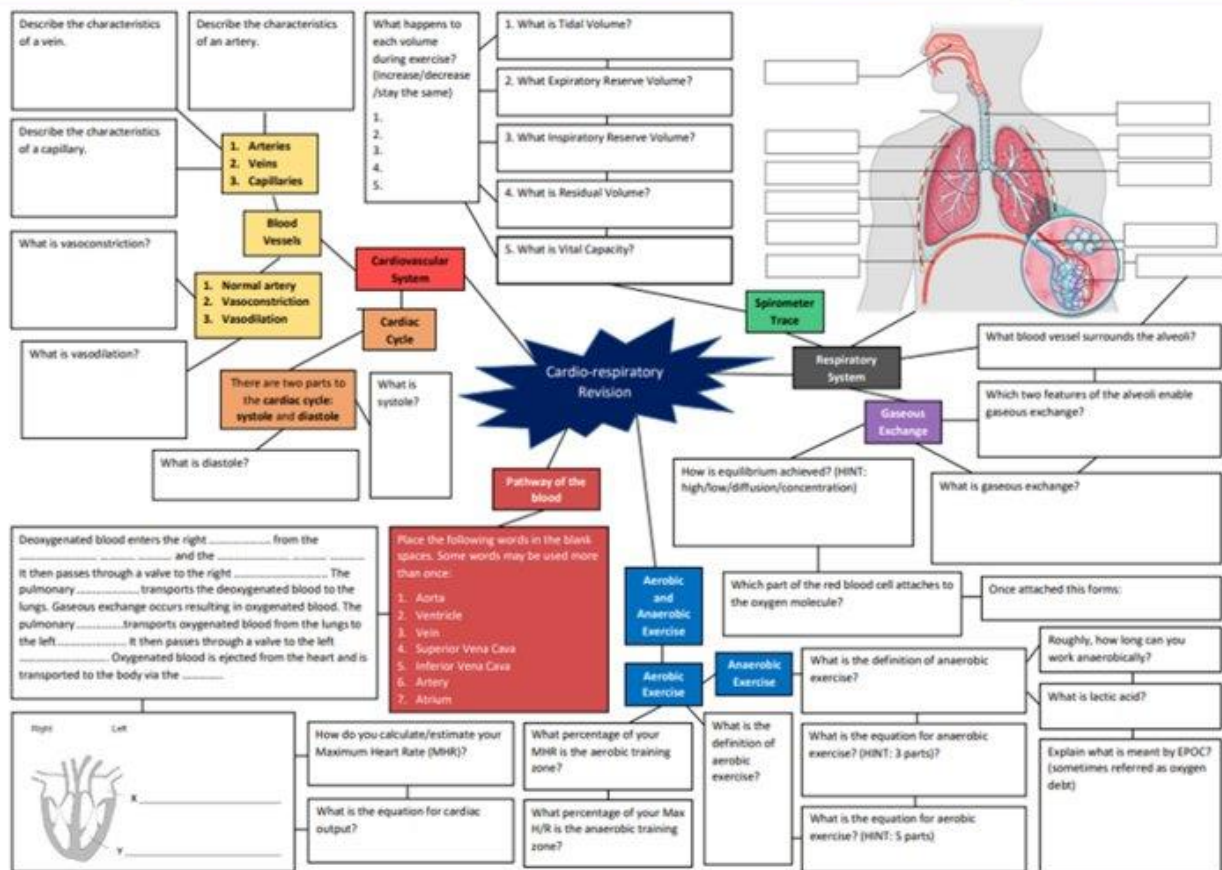
Explain- how to it will aid a sports performer. (A02)

Given a sporting example RELATED to the question. (A03)

- PLC/books – Complete this at the start of your revision to see what you already know and then at the end to see the progress that you have made. Revise from your books.
- Revision guide – Make notes/flash cards on all the topics listed above using the revision notes to help
- Seneca – Complete the topics online for more interactive revision
- Revision notes – Use the revision notes I have given to you in lesson
- Create Knowledge organisers – use these to help structure your revision more clearly.
- Practice exam questions

Assessment Booklet GCSE PE

Additional Resources



Planes and Axis

Learning Objectives:

Mr Wilson

To know the three movement planes and three axes (4-5) (AO1)

To understand the possible movements in each plane/ axis (6-7) (AO2)

To be able to analyse sporting movements with reference to the movement plane and axis (8-9) (AO3)

Key Terms

Some Food Fights Starts The Violence

Sagittal Plane	Divides the body into _____ and _____ sides.
Frontal Plane	Divides the body into _____ and _____.
Transverse Plane	Divides the body into _____ and _____ halves.
Frontal Axis	Runs through the body horizontally from the _____ to the _____.
Sagittal Axis	Runs through the body horizontally from the _____ to the _____.
Vertical Axis	Runs through the body vertically from the _____ to the _____.

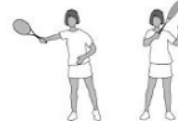
(4-5) AO1

Planes and Axis in Action

Plane	Axis	Movements (Joints)	Sporting examples
Sagittal	Frontal	Flexion & Extension (E, K)	
Frontal	Sagittal	Abduction and Adduction (S, H)	
Transverse	Vertical	Rotation (S)	

Exam Question (2 marks)

Here is a diagram of a forehand tennis stroke. Identify the plane and axis when the arm bends at the elbow



Plane:

Axis:

(6-7) AO2

Exam Question (6 Marks)

- The diagram shows a trampolinist performing a seat landing. Identify the **type of movement** that has taken place at the hip joint from **position A to position B**, the **agonist muscle** that has caused this movement and the **plane** this movement has taken place in (3 marks)
- Evaluate the importance of muscular endurance to a trampolinist performer when performing a routine (3 marks)

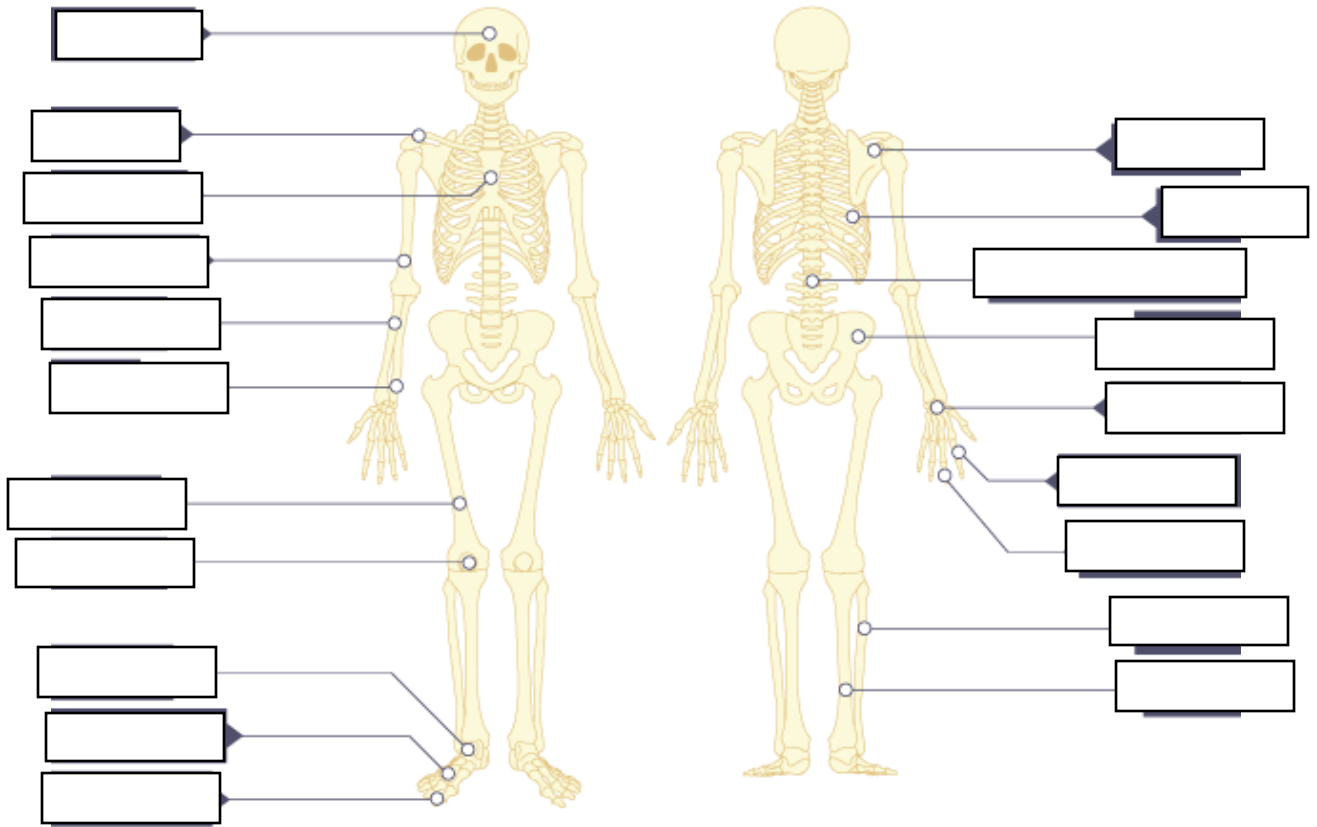


(8-9) AO3

Assessment Booklet

GCSE PE

Additional Resources



Identify the Antagonistic Muscle Pairs

<input type="text"/>	↔	Triceps
Hamstrings	↔	<input type="text"/>
<input type="text"/>	↔	Hip flexors
Gastrocnemius	↔	<input type="text"/>
<input type="text"/>	↔	Latissimus dorsi

Identify the Muscle Fibre Types

	<input type="text"/>	<input type="text"/>	<input type="text"/>
Speed of contraction	Slow	Fast	Very fast
Force produced	Low	Medium	High
Resistance to fatigue	High	Medium	Low
Colour	Red	Pink	White

Assessment Booklet GCSE PE

Additional Revision Tasks

Main functions of the skeletal system:

- Movement
- Support
- Protection

2 For each image, identify a **different** role of the skeletal system and describe how the role is achieved in the image.

Figure 1



Figure 1

Figure 2



Figure 2

Use the images to help you answer the question.

Antagonistic pairs

Skeletal muscles work together to provide movement of the joints.

While one muscle **contracts**, another **relaxes** to create movement.

Muscles working together like this are called **antagonistic pairs**.

The muscle contracting is the **agonist** (prime mover).

The muscle relaxing is the **antagonist**.

Remember, muscles are connected to bones via tendons. When the muscles contract, they pull on the tendon which pulls on the bone. This creates the movement.

(2 marks)

(b) Name the muscle that works antagonistically with muscle A in Figure 1.

(2 marks)

(c) Analyse how these muscles act as an antagonistic pair.

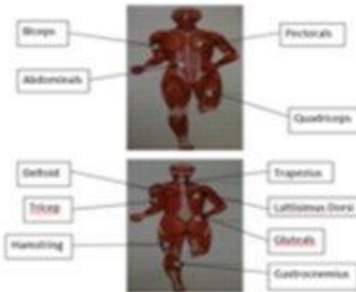
When the biceps contract the triceps _____

This allows the runner to _____

(2 marks)

(d) Explain how the ability to use antagonistic pairs of muscles in his arms helps the sprinter in his performance.

(2 marks)



3 Using examples, describe what is meant by **vascular shunting**.

Vascular shunting is the term for the process when blood flow to different parts of the body is altered depending on demand for oxygen. For example, when exercising _____

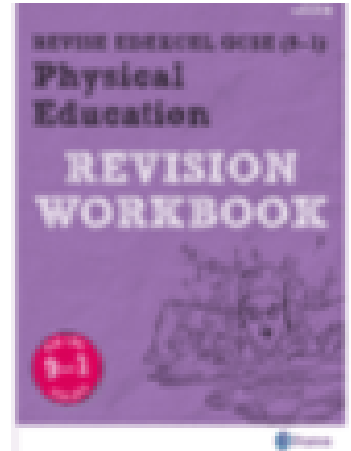
(2 marks)

4 (a) As demands on the body increase due to exercise, blood flow to different parts of the body alters. Explain how vasoconstriction and vasodilation allow redistribution of blood flow to the digestive system during exercise.

Use your knowledge of the words **vasoconstriction** and **vasodilation** to help, and remember **what** refers to blood vessels.



Complete the practice exam questions.



Also included in the paper; Physical training:

Components of fitness: **cardiovascular fitness, body composition, coordination, power, reaction time, speed, balance, agility, flexibility, muscular endurance, strength.**

Fitness testing: Tests for each of the components

Principles of training –

Methods of training – Circuit, Continuous, Fartlek, Interval, Weight, Cross

Warm up cool down - reasons for and examples of the three phases

Training zones and thresholds – aerobic and anaerobic thresholds using the Karvonen formula

Safety and injuries in sport – types of injuries and their treatment

Performance enhancing drugs - BADNES

Levers and movement analysis:

Levers: Fulcrum, Load and Effort; 1, 2, 3, - F, L, E, Be able to name types of lever and their use in sport. **Mechanical advantage** and **disadvantage**.

Planes and axes of movement: SF FS TV = Sagittal plane matched with Frontal Axis. Frontal plane matched with Sagittal axis. Transverse plane matched with Vertical Axis. Ensure you can name the plane first then the matching axis followed by relevant sporting action.

Assessment Booklet

GCSE Photography

Assessment Information

You will create a digital edit for an artist in your 60% portfolio.
Editing is worth 25% of your overall GCSE and is marked as AO2.

AO2

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

You will be marked on the following:

- ✓ The quality of the original photograph.
- ✓ The composition you choose – how you crop the image.
- ✓ The colours you use – are they like the artist?
- ✓ Your cutting skills in Photoshop – do you use the Quick Select Tool? Magic Wand? Is this neat?
- ✓ The layers you use.
- ✓ Extra tools or processes you use e.g. Layer Mask tool, Levels, Brightness/Contrast, Blending Modes etc.
- ✓ **How similar your edit is to the artist's work.**



Assessment Booklet

GCSE Art

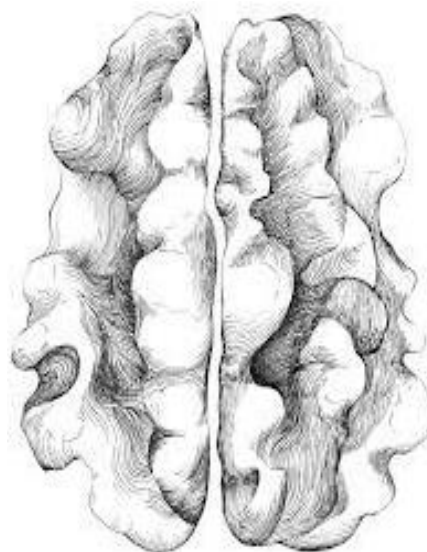
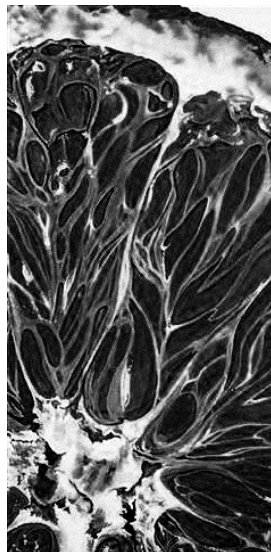
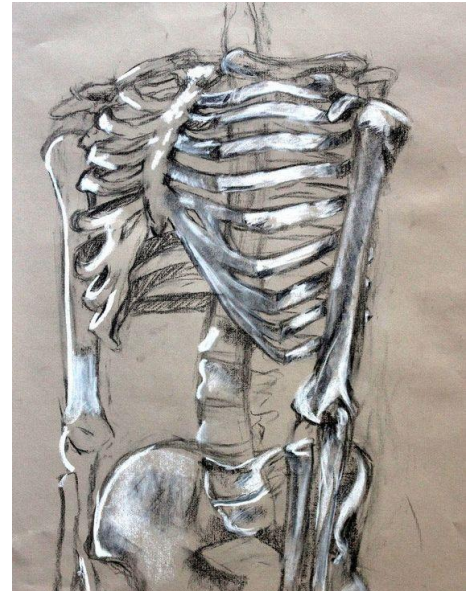
What am I being assessed on?

Using pencil, create a tonal drawing based on the theme **NATURAL FORMS**. Draw the outline before and during the assessment apply tonal shading and textures. This work is part of your **60%** project - Component 1. Drawing (Recording) is worth **25%** of the entire GCSE and is marked as **AO3**.

What revision material should I revise from?

SUCCESS CRITERIA

- ✓ Accurate outlines and drawn details.
- ✓ Objects are in proportion, not stretched.
- ✓ A mix of light, medium and dark tones are added to the drawing.
- ✓ Tone / shading is smooth - using a blended down pencil, paper blender or a cotton bud.
- ✓ Highlight areas are left pure white.
- ✓ Contact shadows are applied to surfaces the objects are sitting on.
- ✓ Marks and patterns are used to create the appearance of texture.



How can I revise?

Draw the outline before your assessment lesson/s, this could be freehand, traced, mono-printed, using a lightbox – it doesn't matter how its drawn out.

Practice adding soft shading by blunting off your pencil and shading in small oval shapes the size of a grain of rice. Practice using paper blenders / cotton buds to smooth out tone.

Assessment Booklet

GCSE Business

What am I being assessed on?

Paper 1 content:

Business Activity – Business activity, enterprise, entrepreneurs, risks and rewards, business plans, business ownership, business growth, aims and objectives and stakeholders.

Marketing – role of marketing, market research, market segmentation, product, price, place and promotion.

People – human resources, organisational structures, types of working, communication, methods of recruitment, recruitment process, motivation, training and employment law.

The assessment will be a full exam paper and will consist of multiple choice questions, short mark answers and longer style questions including 6, 7 and 9 marks.

What revision material should I revise from?

- Use the exam skills booklet provided in class
- Complete Educake tasks issued by your class teacher
- Use revision guides issued in class
- Use your exercise book and revision materials produced in class
- Complete past exam questions from past exam papers on classcharts
- Youtube videos from Bizconsesh

How can I revise?

- Key term knowledge – make your own key term knowledge cards, create mind maps
- Practice multiple choice questions
- Practice exam questions using correct structure (see next page for support)
- Use <https://www.bbc.co.uk/bitesize/examspecs/zhrphbk> or [youtube bizconsesh - Search Videos \(bing.com\)](#)

Assessment Booklet

GCSE Business

Additional Resources – how to answer exam questions

3 MARK ANSWERS X 1 Point BLT

To answer these questions you must read the scenario provided in the exam. You will be asked to make a point (An advantage or disadvantage etc) You must make sure you relate this back to the scenario provided to you and remember to name the business

BECAUSE Application marks look at the case study

LEADS TO Analysis marks

THEREFORE Analysis marks

6 MARK ANSWERS X 2 Point BLT

To answer these questions you must read the scenario provided in the exam. You will be asked to make a point (An advantage or disadvantage etc) You must make sure you relate this back to the scenario provided to you and remember to name the business. Remember you need to write 2 points using the template below

Because Application marks look at the case study

Leads to ...
Therefore Analysis Marks

Because Application marks look at the case study

Leads to Analysis marks

Therefore Analysis marks

9 MARK ANSWERS x 3 Point BLT

To answer these question's you must read the scenario provided in the exam. You will be asked to make a point (An advantage or disadvantage etc) You must make sure you relate this back to the scenario provided to you and remember to name the business.

Introduction Define key terms from the question

Because Application in Paper 1 must be a calculation

Leads to ...
Therefore

Judgement In your judgement you need to refer back to your 2 points previously made and weigh up both points. You would need to say 1 for the short term and 1 for the long term. Starter sentences for this paragraph: In my opinion, In my judgement and In conclusion

Assessment Booklet

GCSE Media

What am I being assessed on?

For your Summer Assessment, you will be completing a **FULL Component 1 paper**. [1 hour, 30 minutes – 80 marks].



You will be assessed on the following areas:

1. Media Language – Vogue [15 marks]
2. Context and Representation – NHS111 [5 + 25 marks]
3. Industry – Desert Island Discs [17 marks]
4. Audiences – The Sun [18 marks]

What revision material should I revise from / how can I revise effectively?

In the Google Classroom, you have the following:

1. Structured revision tasks (these will be set as guided home learning)
2. Knowledge organisers for each set text
3. Model responses for exam questions
4. Revision videos
5. Terminology glossary
6. Links to set texts
7. Theory revision links/videos



SCAN THE QR CODE TO ACCESS THE GOOGLE CLASSROOM!

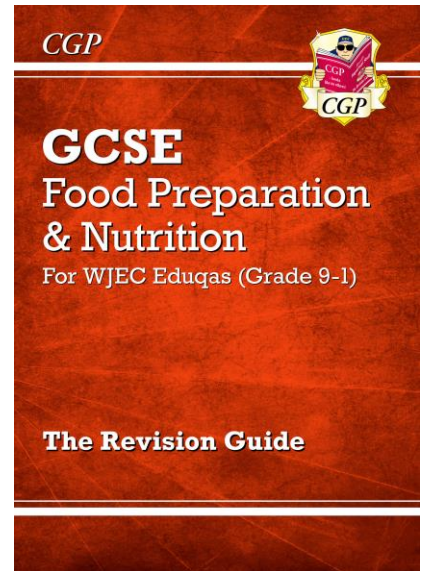
Assessment Booklet

GCSE Technology (Food & Nutrition)

What am I being assessed on?

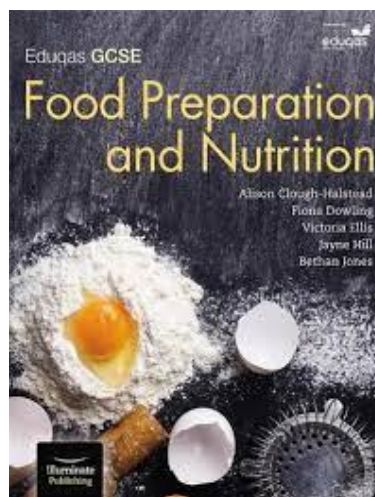
You are being assessed on your Food Preparation & Nutrition Knowledge that you have been learning since the start of Year 10.

You will sit a full exam paper.



Revision Techniques:

- Rank the topics on the list starting with the one you are least confident then ending with the most confident. Revise them in this order.
- Flash cards
- Create a 10 question quiz that you will have to use in class with the group
- Choose a topic on the exam list and create a power point that you can use to teach another student.



Research all of the topics go through your class revision books.

Make mind maps on the topics.

Study with someone in the class ask each other questions on the topics.

BBC Bitesize Eduqas Food Preparation and Nutrition.

Assessment Booklet

GCSE Technology (Timbers/Papers)

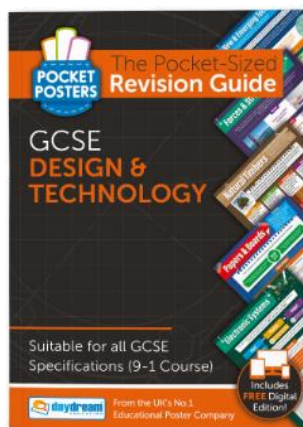
Which topics will be assessed?

You are being assessed on your Knowledge that you have been learning since the start of Year 10.

You will sit a full exam paper.

You will be completing section A of the exam paper, which focusses on the core knowledge & understanding. These will include a range of use notes and sketches, explain, name, calculate and analyse questions worth 40 marks.

What revision material should I use?



Revision material: How can I use them effectively?

Revision PowerPoint on ClassCharts

- Create a revision card for each of the material properties
- Complete the tasks shown on the PowerPoint slides
- Use the Maths Genie link to answer the questions on percentages. www.mathsgenie.co.uk
- Use the revision booklet given to you by your teacher

Section 1 – Core on www.senecalearning.com

- Complete all the units and go over any sections that you scored less than 75% in
- Complete the assignment set by Mrs Davenport-Adams






Assessment Booklet

GCSE Technology (Timbers/Papers)

Additional Revision Tasks







Physical Properties

Physical properties relate to the actual material.

Absorbency	The ability of a material to take in or soak up something (usually a liquid, but sometimes heat and light). Papers, boards and natural fibres are generally good absorbers of liquids.	
Density	A material's mass per unit volume (how compact it is). It is commonly measured in g/cm ³ or kg/cm ³ . Metals are usually dense.	
Fusibility	The ability of a material to be converted into a molten or liquid state through heating. Materials that convert into their molten state at a low melting point, such as solder, have a high fusibility. Solder is used to fuse together other metals because it melts before the metals being joined melt.	
Electrical Conductivity	The ability of a material to conduct electricity. Metals are generally good electrical conductors, and plastics tend to be poor electrical conductors (insulators). As a result, electrical wiring is often made from copper and encased in a flexible plastic.	
Thermal Conductivity	The ability of a material to conduct heat. Metals are generally good thermal conductors, and plastics tend to be poor thermal conductors (insulators). As a result, frying pans are often made from aluminium with plastic handles.	

Working Properties

Working properties relate to how a material responds to external forces and/or conditions.

Strength	The ability of a material to withstand force without breaking. Examples of forces include pressure, tension, compression, shear and torsion. Materials may be strong in one force but weak in another (e.g. concrete is strong in compression but weak in tension).	
Hardness	The ability of a material to resist wear, abrasion, scratching or denting. Diamond is the hardest naturally occurring substance found on Earth.	
Toughness	The ability of a material to absorb energy without fracturing	
Malleability	The ability of a material to be bent and shaped without breaking	
Ductility	The ability of a material to be stretched or pulled into a strand without breaking	
Elasticity	The ability of a material to return to its original shape after being stretched, bent or compressed	

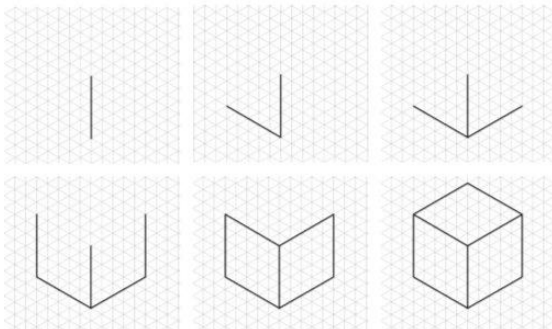
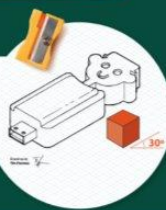
Communication of Design Ideas

A range of techniques are used to develop, communicate, record and justify design ideas.

Isometric Drawing

Drawings constructed using isometric projection use vertical lines and lines drawn at 30° to the horizontal. A set square with a 30° angle is often used to make sure that the drawing is accurate. Isometric grid paper can also be used.

Isometric drawings provide a more realistic representation of an object than freehand drawings, but they do not show perspective.



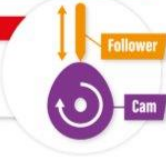
Cams & Followers

Cam mechanisms are used to convert rotary motion into reciprocal motion. Mechanisms consist of a cam and a follower.

A cam is a specially shaped piece of material attached to a rotating shaft.

A rod known as a **follower** rests on the cam and rises and falls as the cam rotates, creating a reciprocating motion.

Depending on the shape of the cam, the follower will either rise, fall or dwell (remain stationary).



A cam mechanism will often also include:

- A **slide** to prevent the follower from slipping
- A **crank** (handle) to manually rotate the camshaft
- A **wheel follower** to reduce friction between the cam and follower

Types of Cam

Eccentric (Circular)



The pivot (rotating shaft) is positioned off-centre, causing the follower to steadily rise and fall.

Pear-Shaped



The follower dwells (remains stationary) for half a turn. It then rises as the point approaches for a quarter of a turn before falling for the last quarter rotation.

Snail



The follower gradually rises and then suddenly drops. It can only rotate in one direction.

Heart-Shaped (Constant Velocity)



The follower rises and falls with no dwell period. It is said to have constant velocity.

Scales of Production

Products are made using different methods of production. The method depends on the type of product being made and the quality and quantity demanded.

Batch Production

In batch production, a set number of products are passed through the production process together, one stage at a time.



Key Points

- Batch production is useful when making small quantities of a product or variations of similar products.
- Machines can be programmed to carry out specific tasks, and the use of templates, jigs and moulds ensures that the products are identical.
- Machinery often has to be stopped and reconfigured for each batch. This is known as downtime. It can be inefficient, especially when lots of batches are required.
- Materials can be purchased in large quantities, enabling the business to benefit from economies of scale (lower unit costs when larger quantities are purchased).

Examples: a bakery making different types of bread or cake

Government funding

- Government funding is usually available for new businesses that would contribute to the economy
- They can be given as either a loan or a grant
- **Loan** – money given, which is then expected to be paid back over time
- **Grant** – money given, but there is no need to pay it back
- A local council can also provide lower level grants or loans
- Companies can use this additional money to help buy new and emerging technologies

Assessment Booklet

GCSE Music

What am I being assessed on?

Appraising - Pupils will be assessed using an old exam paper for AoS1 and AoS4. Pupils will need to revise Popular Music and Africa, and Musical Forms and Devices and Badinerie.

Performance – Pupils will be provided with a date for performance and they will need to perform a piece of their choice in line with exam board criteria. This may be a *SOLO* or an *ENSEMBLE*. They **MUST** provide backing tracks and a copy of the musical score. Without a score, the performance can not be marked. They must perform for a **minimum of 2 minutes**.

What revision material should I revise from?

GCSE Music - Eduqas - BBC Bitesize - general revision

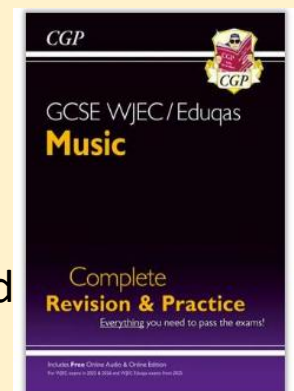
EDUQAS GCSE Music Toto Africa revision - specific TOTO Africa.

EDUQAS GCSE Music Bach Badinerie revision – specific to BADINERIE

How can I revise?

Revise aspects or key words from a topic or Area of Study for 5 – 10minutes a night. Mind map your revision.

Write down some questions you have encountered in the past and apply them to a piece of popular music you enjoy listening to. Talk the answers out loud.....and then try and write them down using good exam technique and Structured responses.



Assessment Booklet

GCSE Music

Revision Checklist AoS1 Musical Forms and Devices

BADINERIE –

Chord Structure – which chords are used

Compositional **Devices** used – e.g. sequence, anacrusis

Bar identification – identify a **bar number** and **beat!**

Cadence Points – which cadences and where!

Musical **features** such as appoggiatura, rests etc - where?

Be prepared to describe the musical features of certain

instrumental parts such as the violins or cello.....

Intervals – Unison, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th (octave).

Describing melody -shape, range, direction, ornaments, phrases, anacrusis, major or minor, pitch higher or lower, conjunct, disjunct, stepwise, scalar, ascending, descending, legato, vibrato, Q&A, longer or shorter notes/rhythms.

Performance techniques e.g. pizzicato, bowing

Tonality – major, minor, cadences perfect, plagal, imperfect, interrupted.

Time Signature – 4/4 or $\frac{3}{4}$ or 6/8, beats

Texture - monophonic, homophonic, polyphonic,

Musical period – Baroque, Classical, Romantic -why?

Bar

Assessment Booklet

GCSE Music

Revision Checklist AoS4 Popular Music

AFRICA –

Chord Structure – which chords are used

Riff A and **Riff B** – identify and distinguish **differences**

Comparison of Verse 1 with Verse 2 – **what is different?**

Features of the **melody** in the **verse** and **chorus**.

Musical features within the entire piece incl **Link sections** and **Instrumental Section**.

REMEMBER THE SAYINGS FOR THE CHORD PATTERNS!

Beats – Identify on and off beats.

Describing features of instrumental or vocal parts -

dynamics? on or off beat? chordal rhythm – 1 every bar?,

anacrusis? Sequence? Riff? Conjunct or Disjunct?,

Phrase lengths, Range of pitch, Use of ornaments,

Articulation – staccato or detached or legato? Moves in

step/scalic? Types of rhythm – triplets, quavers, long held

sustained notes? Stab chords? Call and Response?

Tonality – major, minor, cadences perfect, plagal, imperfect, interrupted.

DIGITAL music? Reverb / Delay / Synth / Distortion

Vocals – Falsetto / Melisma?

Be prepared for multiple choice questions!

Assessment Booklet

GCSE Drama

What am I being assessed on?

Component 3 - Pupils will be assessed using old exam paper questions on Section A of Component 3: An Inspector Calls. Students will be asked questions from the perspective of a performer, director, and director of a designer.

What revision material should I revise from?

[Preparing for the written exam - How to answer set text exam questions - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

[What is design? - Designing for a scripted performance - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

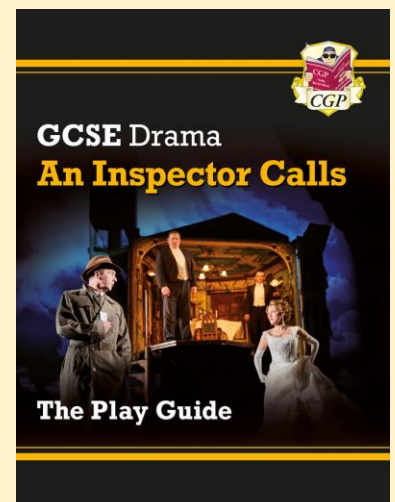
[The main aspects of a performance - Interpreting and performing a character - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize](#)

[Types of Theater Lights and Their Benefits in Stage Lighting - Vorlane](#)

[Diegetic vs. Non-Diegetic Sound: What's the Difference? \(With Examples\) | Backstage](#)

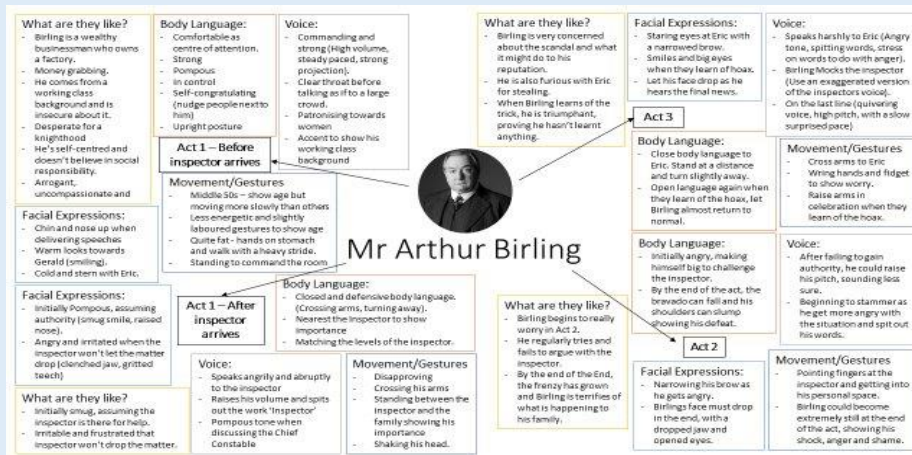
How can I revise?

- Read the play: An Inspector Calls
- Research the context of Priestly (author)
- Research the context of when and why the play was written
- Analyse the characters
- Create design plans
- Revise key vocabulary for
 - *Performance skills*
 - *Design skills*



Revision Checklist: An Inspector Calls

Characters – create analysis explosion for each character



Mr Birling: a wealthy businessman and the patriarch of the Birling family, representing capitalist values and the moral failures of the upper class

Mrs Birling: a cold, socially superior, and prejudiced character who embodies the hypocrisy and class-consciousness of the Edwardian upper class

Shiela: a complex character who evolves from a naive young woman to a socially aware individual, representing hope for change in society.

Eric: a troubled yet redeemable member of the younger generation, whose actions reveal personal flaws, socio-economic critiques, and the potential for moral growth

Gerald: a privileged upper-

class character whose actions and relationships reveal the play's critiques of social inequality, gender imbalance, and moral responsibility.

The Inspector: a privileged upper-class character whose actions and relationships reveal the play's critiques of social inequality, gender imbalance, and moral responsibility.

Assessment Booklet

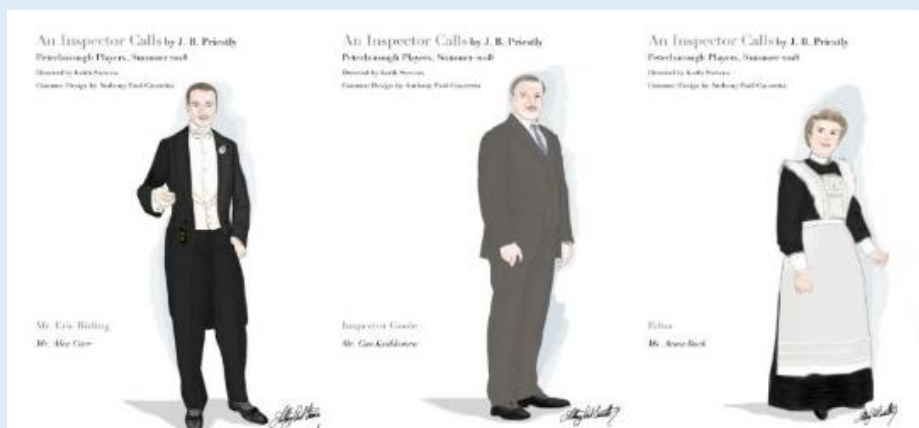
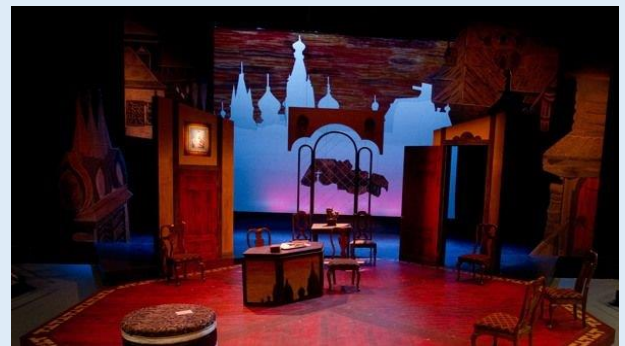
GCSE Drama

Revision Checklist: An Inspector Calls

Design Elements – create designs for each of the following.

Your ideas can be naturalistic and in keeping with the play's original context or it can be non-naturalistic but you must be ready to justify your choices!

- Staging
- Set
- Sound
- Lighting
- Costume
- Stage furniture/ props



Assessment Booklet

GCSE - Creative iMedia

What am I being assessed on?

This assessment will test your understanding of the key concepts covered in the Creative iMedia course so far. You will need to demonstrate knowledge of media industries, visual identity, audience targeting, planning and design, and legal and ethical issues linked to digital media products. Questions may include multiple choice, short-answer and extended written responses where you will need to explain and justify your ideas using key terminology. To prepare effectively, revise all topic areas below and practice applying your knowledge to real media products and scenarios.

What revision material should I revise from?

- The CNCS iMedia website – links on Google Classroom
- The lessons/PowerPoints on Google classroom
- Know it all Ninja YouTube channel

How can I revise?

Use the revision method that works for you, this could be one or any of the following;

- 'Read, cover, repeat' method when recalling key definitions
- Flashcards – create meaningful content on each key topic
- Mind maps/Spider diagrams – create one for each topic listed above
- Educake quizzes

Assessment Booklet

GCSE Computer Science

What am I being assessed on?

The end of year 10 assessment will cover the content in component 1: Computer Systems only. There will be **no** on-screen or programming questions.

Topics to revise;

- 1.1 Systems architecture
- 1.2 Primary memory and storage
- 1.3 Computer networks
- 1.4 Network threats
- 1.5 Systems software
- 1.6 Legal, ethical, cultural and environmental issues with technology

What revision material should I revise from?

You should take home your books during the assessment period to read through your notes, and look at the types of questions that we have used for rapid recall. You can also use the additional resources shown on the next page.

How can I revise?

Use the revision method that works for you, this could be one or any of the following;

- 'Read, cover, repeat' method when recalling key definitions
- Flashcards – create meaningful content on each key topic
- Mind maps/Spider diagrams – create one for each topic listed above
- Educake quizzes

Assessment Booklet GCSE Computer Science

Additional Resources

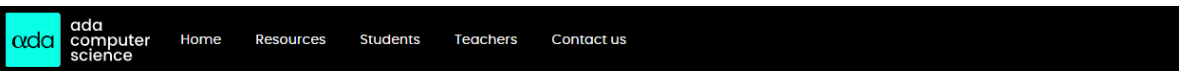


Award winning resources for GCSE, IGCSE and A level Computer Science

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OCR J277

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English qualifications

GCSE

A Level

AQA

EDEXCEL

EDUQAS

OCR

This is an overview of the **OCR GCSE Computer Science (J277, version 2.1)** specification, with links to the Ada Computer Science topics. Because the topics are written to cover the specifications of more than one examination board, content will not always be grouped in the same way as in the specification. You can use the search bar to locate content.

You can configure your viewing preferences using the customise option in your [account settings](#). Select **OCR GCSE** if this is your programme of study.

GCSE specification



craig n dave



SLR1.1 Systems architecture

The purpose of the CPU:
The fetch-execute cycle



OCR GCSE (J277)

GCSE (J277): OCR Specification Order

Craig n Dave - 1 / 88



1. OCR GCSE (J277) 1.1 The purpose of the CPU - The...
3:52
Craig n Dave
2. OCR GCSE (J277) 1.1 CPU components and their function
3:00
Craig n Dave
3. OCR GCSE (J277) 1.1 Von Neumann architecture
13:50
Craig n Dave
4. OCR GCSE (J277) 1.1 Characteristics of CPUs
7:23
Craig n Dave
5. OCR GCSE (J277) 1.1 Embedded systems
2:49
Craig n Dave

Assessment Booklet

French

What am I being assessed on?

For your Summer assessment you will do 3 GCSE papers: Reading, listening and writing.

Any topic can turn up in every exam, therefore make sure you revise all the vocabulary of every topic: family and relationships, healthy living and lifestyle, education and work, Free time, customs, festivals & celebrations, Holidays (travel and tourism) and Media & Technology,

You need to be aware that in the reading and listening mock papers, there will be topics you do not know very well or words we have not seen yet, do not worry about it, remember we need to learn to deal with new vocabulary (use exam skills: find similar words in English & French, understand by the context, make a sensible guess based on the topic and your knowledge).

You have all the vocabulary you need for your GCSE in your book, use it.

- All the vocabulary learnt up to now.
- Memorise well your model answers.
- The following tenses:
 - Present
 - Perfect
 - Near future
 - Simple future
 - Imperfect
 - Conditional

What revision material should I revise from?

- Your exercise book.
- The tenses booklet given to you by your teacher with all the rules of how to form and use the different tenses.
- Model answers.
- The A3 copy of the vocabulary..
- Make sure you also use the websites we advise you in the next page

Assessment Booklet

French

What can I do to prepare myself well?

- Know well the key sentences about different topics that you have been memorising, they are one of the best tools you have.
- Learn the vocabulary of every topic: How? revising, look at the French, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the French, and write/ say the meaning.
- Make your own list with the main verbs in the different tenses. Also Use Seneca to practise and master the tenses.
- Write sentences in different tenses and using vocabulary from different topics.
- Reading and Listening: Do as many past papers as possible (you will find them in the AQA website, if not ask your teacher). You do not need to do the whole paper, do a few questions if you don't have the time to do the whole paper at once.
- Once you have done the papers, mark them (the marking schemes are also in the AQA website), and write down any new vocabulary. Then learn it.
- In languages is better to do short revision sessions, but very often.
- Key topics to revise and learn model answers for Writing: Hometown, Free time/ celebrations and healthy lifestyles

Use the websites below to help you with revision

- **BBC Bitesize GCSE MFL French:** for vocabulary, grammar practice, quizzes, listening and reading tasks, choose the tasks of the topic you are doing.
[GCSE French - AQA \(for exams from 2026\) - BBC Bitesize](#)
- **Quizlet:** to practise vocabulary, tenses and grammar.
[AQA New GCSE French personality adjectives Flashcards | Quizlet](#)
[GCSE French - French Tenses Flashcards | Quizlet](#)
[French GCSE Grammar Flashcards | Quizlet](#)
- **SENECA:** to practise grammar and vocabulary

Assessment Booklet

Spanish

What am I being assessed on?

For your Summer assessment you will do 3 GCSE papers: Reading, listening and writing.

Any topic can turn up in every exam, therefore make sure you revise all the vocabulary of every topic: family and relationships, healthy living and lifestyle, education and work, Free time, customs, festivals & celebrations, Holidays (travel and tourism) and Media & Technology,

You need to be aware that in the reading and listening mock papers, there will be topics you do not know very well or words we have not seen yet, do not worry about it, remember we need to learn to deal with new vocabulary (use exam skills: find similar words in English & Spanish, understand by the context, make a sensible guess based on the topic and your knowledge). You have all the vocabulary you need for your GCSE in your book, use it.

- All the vocabulary learnt up to now.
- Memorise well your model answers.
- The following tenses:
 - Present: regular and irregular verbs
 - Preterite (past tense) regular and irregular verbs
 - Near future
 - Simple future
 - Imperfect

What revision material should I revise from?

- Your exercise book.
- The vocabulary sheets of the topic.
- The grammar booklet given to you by your teacher: Spanish verbs.
- The guided sentence builders done in class, use them to write your own sentences and texts.
- Model answers for Theme 1.
- Make sure you use the websites you will find in the next page to learn grammar and vocabulary.

Assessment Booklet

Spanish

What can I do to prepare myself well?

- Know well the key sentences about different topics that you have been memorising, they are one of the best tools you have.
- Learn the vocabulary of every topic: How? revising, look at the Spanish cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the Spanish, and write/ say the meaning.
- Make your own list with the main verbs in the different tenses. Also Use Seneca to practise and master the tenses.
- Write sentences in different tenses and using vocabulary from different topics.
- Reading and Listening: Do as many past papers as possible (you will find them in the AQA website, if not ask your teacher). You do not need to do the whole paper, do a few questions if you don't have the time to do the whole paper at once.
- Once you have done the papers, mark them (the marking schemes are also in the AQA website), and write down any new vocabulary. Then learn it.
- In languages is better to do short revision sessions, but very often.

Use the websites below to help you with revision

- **BBC Bitesize GCSE MFL Spanish:** vocabulary, grammar practice, quizzes, listening and reading tasks, choose the tasks of the topic you are doing.
[GCSE Spanish - AQA \(for exams from 2026\) - BBC Bitesize](#)
- **Quizlet:** to practise vocabulary, tenses and grammar.
[GCSE Spanish 2024 - THEME 1 - FULL Flashcards | Quizlet](#)
[GCSE Spanish 2024 - THEME 2 - FULL Flashcards | Quizlet](#)
[Theme 1 NEW AQA SPANISH GCSE Flashcards | Quizlet](#)
[spanish irregular verb conjugations \(present tense\) Flashcards | Quizlet](#)
[GCSE Spanish - Preterite tense Flashcards | Quizlet](#)
[Spanish Imperfect Verbs Flashcards | Quizlet](#)
- **SENECA:** grammar and vocabulary