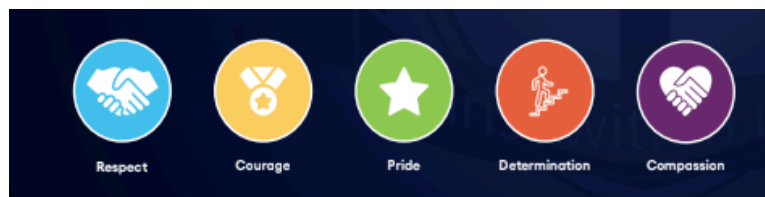


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Year 10 Assessment 2

Information Booklet



Year 10 Assessment 2

16th June- 27th June



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During this half term, pupils will have their second of two summative assessments. We think it is important that pupils experience exams and assessments, in Year 10, so that they can be as prepared for external examinations when they come, while at the same time ensuring this is as stress free and as supportive as possible.

Success in assessments is a team effort which involves you, the school and pupils working together and so there are many things you can do to support your child at home.

As well as the subject specific support on the next few pages, we have put together some revision tips which we will also be talking to pupils about in assemblies and form time.

Revision Support

Subject Teachers will begin preparing pupils for the summative assessment over the next few days in lessons. Revision guidance and materials for each subject area is available on:

- **GoogleClassroom** As you will know, revision and support resources are also always available on Google Classroom which all pupils have a unique school-based login for. More information, including help videos, on how pupils can and should access this platform is available [here](#).
- After school Subject Revision Sessions - Pupils can stay in the library to complete revision until 4pm each night.
- Helping pupils with their Mental Health during Exams - we will be running some support sessions on this to support healthy habits to reduce anxiety during exams. There are also lots of helpful resources on our [website](#) and a video about exam anxiety and how to deal with it [here](#).

We will be using the results and analysis of the end of year assessments to plan summer revision support and adapt and personalise our curriculum offer, next year, to ensure any gaps pupils have, are closed.



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Subject Specific Assessment Information

Subject	Type of Assessment	What will my child be assessed on?	What can my child do to revise?	
English	English Language Component 1(1 hour 45 minutes & English Language Component 2(2 hours)	<p>For Component 1, Section A: your child will be assessed on their ability to read a fiction text and answer 5 questions about that text. For Section B, they will then produce a piece of narrative writing using one of 4 writing prompts.</p> <p>For Component 2 Section A, your child will be assessed on their ability to read and compare 2 non-fiction texts answering 6 questions.</p> <p>For Section B, they will be asked to produce 2 pieces of transactional writing using persuasive techniques.</p>	<p>To revise, students must have a good working knowledge of the structure of both exams. (We are currently doing this in class)</p> <p>They must be able to discuss:</p> <ul style="list-style-type: none"> How a writer uses language to create effects/ create character/ to entertain/persuade the reader. How writers structure their texts effectively. <p>Your child will be given revision tasks on Google Classroom each week.</p>	
Maths	3 full papers all 1 and a half hour exams:: Paper 1 Non calc Paper 2 Calc Paper 3 Calc	<p>Questions based on algebra, number, data handling, geometry and proportion and ratio.</p> <p>The questions will range from remembering knowledge to problem solving.</p>	<p>Students will be given a revision booklet with Sparx clips for every area studied as well as knowledge organisers giving more detail of skills and areas of study</p>	
Science	One complete paper 1 past paper. For combined science papers are 70 marks and 1 hr 15 min. For separate science papers are 100 marks and 1 hr 45 min.	<p>Biology:</p> <ul style="list-style-type: none"> Cell biology Organisation Infection and response Bioenergetics <p>Chemistry:</p> <ul style="list-style-type: none"> Atomic structure & periodic table Bonding & properties of matter Quantitative chemistry Chemical changes Energy changes <p>Physics:</p> <ul style="list-style-type: none"> Energy Electricity 	<p>In the first instance students should be completing their daily and weekly goals on Tassomai.</p> <p>Revision clips on google classroom can be accessed to also support revision.</p> <p>YouTube channels such as primrose kitten provide very good quality run throughs of the whole exam paper content.</p>	



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		<ul style="list-style-type: none"> • Particle model of matter • Radioactivity 		
RE	<p>2 written assessments. These will be past GCSE papers.</p> <p>Component 1 - Origin & meaning and Good & Evil</p> <p>Component 2 - Life & Death and Judaism (Beliefs)</p>	<p><u>Origin & meaning</u></p> <ul style="list-style-type: none"> • Views on creation • Sanctity of life • Stewardship <p><u>Good & Evil</u></p> <ul style="list-style-type: none"> • Catholic Responses to evil & suffering • The trinity • Importance of the rosary and pilgrimages <p><u>Life & Death</u></p> <ul style="list-style-type: none"> • Catholic views on life after death • Euthanasia • Funeral rites including music and prayer <p><u>Judaism</u></p> <ul style="list-style-type: none"> • Jewish beliefs on the nature of God • Shekhinah • The covenants with Moses & Abraham 	<p>Pupils will be given revision booklets in class. Google classroom will also have revision powerpoints, practice questions, past papers and mark schemes to support further revision.</p>	
DT	Mock exam	<ul style="list-style-type: none"> • Core technical principles • Specialist technical principles • Designing and making principles 	<p>Revision in class</p> <p>Create mind maps on given topics</p> <p>Read information sheets on topics</p>	
Engineering	Mock exam	<ul style="list-style-type: none"> • Describing engineering developments • Explaining the effects of engineering achievements • Explaining how environmental issues affect engineering applications 	<p>Revision in class in booklets. Make flashcards, mind maps.</p>	
Hospitality	Exam style questions	<p>Food safety in the industry.</p> <p>Structure of the hospitality and catering industry</p>	<p>Go over powerpoints on google classroom.</p> <p>Create mind maps on given topics</p> <p>Read information sheets on topics</p>	



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History	<p>Edexcel Paper 1: Medicine Through Time (48 marks)</p> <p>Edexcel Paper 2: Early Elizabethan England & Superpower relations & Cold War</p>	<p>All of the learning which has occurred so far in Year 10 -</p> <ul style="list-style-type: none"> • Early Elizabethan England, Medicine Through Time. • Some Year 9 Cold War content - Cuban Revolution; Hungarian Uprising; Rising tensions between the USA & USSR 	<ul style="list-style-type: none"> • Complete Cold War homework booklet • Use their learning checklists to self assess their knowledge and understanding. • Create flashcards and timelines using revision sheets to help test their own knowledge. • Complete seneca learning activities on the topics provided • Review learning by watch revision videos posted to Google Classroom 	
Geography	2 x Eduqas Past Paper (34 marks)	<p>All of the learning which has occurred so far in Year 10:</p> <ul style="list-style-type: none"> • Rivers & Distinctive Landscapes. 	<ul style="list-style-type: none"> • Use their learning checklists to self assess their knowledge and understanding. • Create flashcards using the knowledge organisers to help test their own knowledge. • Review all of the learning materials which are posted on Google Classroom (<i>Since September</i>) 	<p>BBC Bitesize Eduqas Physical Landscapes: https://www.bbc.co.uk/bitesize/topics/zqcysg8</p> <p>Seneca Learning</p> <p>Revision Guide: https://www.amazon.co.uk/My-Revision-Notes-WJEC-Geography/dp/1471887405</p>
French	Past paper AQA Board Listening Reading Writing in Exam condition . Speaking in department the	<p>Topics:</p> <ul style="list-style-type: none"> • Me and my family • New technologies • Celebrations 	Use their book and learning time in lessons prior to the exams. Pupils must be able to answer a 40 and a 90 word question. For speaking they will be asked	Their own books, vocabulary packs handed out by French teachers in



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	week after		10 answers for their speaking exams (prepared in advance)	the weeks coming up
Computer Science / ICT	<p>Computer Science</p> <p>1 theory paper based and one online test with 2 past paper questions</p> <p>ICT</p> <p>60% coursework module studied in Year 10</p>	<p>Computer Science</p> <p>Paper 1 - 50%:</p> <ul style="list-style-type: none"> • Computational thinking • Data representation • Computers • Networks • Issues and Impacts <p>Paper 2 - 50%:</p> <ul style="list-style-type: none"> • Problem solving with programming <p>ICT</p> <p>Coursework will be assessed by the classroom teacher and sent to the exam board to be moderated. The final grade will be available upon return in Y11.</p>	<p>Computer Science</p> <p>All past lessons and presentations on Google Classroom. Online resources such as Isaac Computing and Seneca used for revision. Additional resources to practise python programming at home and in the classroom.</p> <p>ICT</p> <p>The coursework does not require specific revision at home.</p> <p>Students will study a theoretical unit in Y11, so it is beneficial for pupils to remember the theory behind elements of the coursework undertaken as this is embedded in the final exam. Pupils can access this theory by reviewing materials on Google Classroom.</p>	<p>Computer Science</p> <p>https://senecalearning.com/en-GB/</p> <p>https://isaacomputerscience.org/topics/gcse?examBoard=edexcel&stage=gcse#edexcel</p> <p>https://tinyurl.com/p4j2hu6u</p> <p>ICT</p>
Art	<p>AO1. Research.</p> <p>AO2. Creative making.</p> <p>Ensure objectives have been met.</p>	<p>AO1. Pupils will be assessed on their research into the; (man v nature) project.</p> <p>AO2. Pupils will be assessed on their creative making response to the topic title.</p>	<p>The practical requirements will be shared with students. A recap of Art & Design objectives and techniques will be posted on Google Classroom,</p> <p>Use these links to help you; https://www.studentartguide</p>	



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			.com/articles/art-sketchbook-ideas https://www.bbc.co.uk/bitesize/guides/zbk2p9q/revision/1	
Music	Internal Assessment	<p><u>Component 1: Exploring Musical Styles.</u></p> <p>Pupils will complete a presentation explaining and exemplifying key stylistic features of British Invasion, Heavy Metal, Minimalism and Film Music. Pupils will also produce 3 ideas for musical products, between 30 and 60 seconds long each.</p>	<p>Read over information in their books, key lesson slides will be shared using Google Classroom.</p>	Google Classroom and Exercise Book.
Drama	<p>Formative assessment of application of skills</p> <p>Summative Assessment in a final performance of the professional repertoire explored and a written evaluation /powerpoint</p>	<p>This assessment will be on <u>Component 1</u> :Learning Aim A - investigate how professional performance work is created and</p> <p><u>Learning Aim B</u> – demonstrate understanding of skills techniques and approaches used by professionals to create performance/production work</p> <p>Work completed for Component 1 will be completed under exam conditions, with support and feedback given.</p>	<p>The practical and written elements will be shared with students. Their book is also a clear revision resource.</p> <p>The practical assessment will be on their application of Frantic Assembly style in the play “The Curious Incident of the Dog in the Night”</p> <p>https://www.nationaltheatre.org.uk/productions/the-curious-incident-of-the-dog-in-the-night-time/</p> <p>The written evaluation/powerpoint will be applying their knowledge and understanding in a portfolio.</p> <p>w Component 1 Frantic ...</p>	



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Dance	<p>Formative assessment of application of skills</p> <p>Summative Assessment in a final performance and verbal/written evaluation.</p>	<p>This assessment will be on <u>Component 1</u></p> <p><u>Learning Aim A</u> - investigate how professional performance work is created and</p> <p><u>Learning Aim B</u> – demonstrate understanding of skills techniques and approaches used by professionals to create performance/production work</p> <p>Work completed for Component 1 will be completed under exam conditions, with support and feedback given.</p>	<p>he practical and written elements will be shared with students. Their book is also a clear revision resource.</p> <p>The practical assessment will be on their application of Christopher Bruce style in the choreography 'Swansong'.</p> <p>The written evaluation/powerpoint will be applying their knowledge and understanding in a portfolio.</p>	<p>Resource packs</p> <p>Work books</p> <p>Research of websites</p> <p>Swansong DVD</p>
PE	<p>Summative assessment in the form of a controlled assessment in relation to the WJEC Sport and Coaching principles Unit 2- Improving Sports Performance</p>	<p>WJEC Sport and Coaching principles <u>Unit 2- Improving Sports Performance</u></p>	<p>Students refer to 'Knowledge Organisers, Powerpoints to prepare them for their controlled assessment. These are posted on google classroom and can be found below. Students will also have their own additional information and notes completed in their exercise books Please see link below:</p> <p>https://resource.download.w</p>	



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			jec.co.uk/vtc/2021-22/el21-22_14-16b/eng/EL21-22_14-16b_2-1-1_Physiological-factors-affecting-performance-in-sport.pdf https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-16b/eng/EL21-22_14-16b_2-1-2_Psychological-factors-affecting-performance-in-sport.pdf https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-16b/eng/EL21-22_14-16b_2-1-3_Technical-factors-affecting-performance-in-sport.pdf https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-16b/eng/EL21-22_14-16b_2-2-1_Measuring-the-physiological-psychological-and-technical-factors-affecting-sporting-performance.pdf https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-16b/eng/EL21-22_14-16b_2-2-2_Analysis-of-performance-data-for-improvement.pdf https://resource.download.wjec.co.uk/vtc/2021-22/el21-22_14-16b/eng/EL21-22_14-16b_2-2-3_Strategies-for-improvement-of-sporting-performance.pdf	
Psychology	Exam Paper 1- Studies & Applications	<ul style="list-style-type: none"> • Crime • Development • Psychological Problems • Research Methods 	Use revision guide distributed by Teacher, Watch OCR GCSE Psychology Video Clips on Youtube to support	



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			understanding.	
Business	Summative assessment Component 1 Exploring Enterprise	Component 1 PSA will be completed under controlled assessment conditions and internally assessed	<p>All resources on Google Classroom - revise course content to allow application of theoretical content to chosen enterprise to fit PSA criteria.</p> <p>Independent research to be conducted on SME enterprise to fit PSA criteria - provided in January once PSA released.</p>	
Media	Summative assessment. Component 2 on print media product.	<p><u>Component 2: Developing digital media production skills.</u></p> <p>Pupils will develop skills and techniques in media production processes by reworking media products from one, or all, of the following sectors: audio/moving image, publishing, interactive design</p> <p>Learning outcome A: Develop and apply media pre-production processes, skills and techniques</p> <p>Learning outcome B: Develop and apply media production and postproduction processes, skills and techniques to create a media product.</p>	<p>All resources are on google classroom. Students will find all teacher help sheets and feedback on google classroom. These will be updated regularly.</p>	



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Revision Tips

There is no correct way to parent learners when preparing for assessments. Choose the approaches that work best for you, your family, and your situation. Below are a few suggestions you may wish to trial.

- Talk to your child about their upcoming assessments.
- Ask them how you can help.
- Try to provide a quiet space for your child to complete homework/revision.
- Encourage your child to think creatively about revision e.g. Record facts/ revision notes on your phone/ laptop, make your revision notes into a podcast, listen to it a couple of times a day.
- Talk to your child about having their mobile phone in another room when completing homework/revision.
- Ensure learners get enough sleep. Regular bedtimes, and wake times, will help concentration spans.
- Set your child a challenge. For example, you could ask them to revise a short topic; using the revision resources, you could then 'test' them on what they have just revised.
- Talk to your child about the importance of trying to get their 5-a-day, enough exercise.
- Encourage your child to drink lots of water.
- Ensure they take adequate breaks.
- Stay positive. Look for ways in which you can help them to believe in themselves by reminding them of the successes they have had.
- If there are any revision sessions/intervention at school that your child has been invited to, encourage them to attend.
- Remember teachers will set homework tasks that will count towards preparation/revision for the assessment.
- Children should avoid 'just' reading a revision guide; always try and build some activity or interactivity e.g. summarise in their own words, draw and label diagrams, get someone to test them, use online resources that the school has to offer; Google Classroom; Sparx Maths, QUIZLET, Seneca learning, Educake.