

**Year 10 Assessments  
Summer 2024**

Subject	Summary of Exam (Type/length)	Teaching Group/Time & Date	Topic content
<b>English</b>	English Language Paper 1 (AQA)	All Year 10 Classes in the auditorium/exam rooms  Thursday 13 <sup>th</sup> June (AM)	Read one extract Part A – Reading Q1 – List 4 things you learn about... [4marks] Q2 – How does the writer use language to describe...[8 marks] Q3 – How does the writer use structure to interest you as a reader? [8 marks] Q4 – To what extent do you agree with the statement [20 marks]  Part B – Writing Writing to describe using a picture [40 marks]
<b>Mathematics</b>	Calculator Paper 90 minutes  Non-Calculator Paper 60 minutes	All Year 10 classes in the auditorium/exam rooms  Calculator Paper Wednesday 12 <sup>th</sup> June – P1+2 (auditorium)  Non-calculator paper Wednesday 19 <sup>th</sup> June (PM)	All content covered so far across Y9 and Y10 – revision lists given to every student and are on classcharts  Please see additional topic guidance
<b>Combined Science Biology EDEXCEL</b>	45 min paper	<b>Tuesday 14<sup>th</sup> May</b> 10x3 - period 4 MAY  10x4 - period 4 JM  10y1 - period 3 JCN  10y2 - period 3 BIB  10y3 - period 3 GLB  10w1 - period 5 JN  10w2 - period 3 CLY	<b>Higher:</b> <b>Topics 1-4</b> <b>Topic 5 points 5.1-5.5, 5.6</b> only in relation to (b) TB causing lung damage and (e) HIV (virus) destroys white blood cells, leading to the onset of AIDs  <b>Foundation:</b> <b>Topics 1-4</b> <b>Topic 5 points 5.1-5.5, 5.6</b> only in relation to (b) TB causing lung damage and <b>Topic 5 point 5.12</b> (barriers and defences)
<b>Combined Science Chemistry EDEXCEL</b>	45 min paper	<b>Thursday 16<sup>th</sup> May</b> 10x3 - period 5 GHO  10x4 - period 5 JN  10y1 - period 1 GLB  10y2 - period 1 RAM  10y3 - period 1 JN  10w1 - period 2 BIB  10w2 - period 2 GHO	<b>Higher and Foundation:</b> <b>Topics 1,2 and Acids from Topic 3</b> (Electrolysis not assessed)
<b>Combined Science Physics EDEXCEL</b>	45 min paper	<b>*DATE CHANGE*</b> <b>Tuesday 21<sup>st</sup> May</b> 10x3 - period 4 GLB  10x4 - period 4 JM	<b>Higher:</b> <ul style="list-style-type: none"> <li>Understand the meaning of scalar and vector quantities and know some examples of each.</li> </ul>

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		10y1 - period 1 JCN 10y2 - period 1 BIB 10y3 - period 1 JN 10w1 -period 5 RAM 10w2 - period 5 HY	<ul style="list-style-type: none"> <li>• Know how to interpret velocity – time graphs, understand what information can be obtained from gradient and area calculations.</li> <li>• Recall and apply the wave equation.</li> <li>• Measuring the speed of water waves using the ripple tank – must be able to describe the method.</li> <li>• Recall and apply the equation for momentum</li> <li>• Recall and apply the equation for kinetic energy</li> <li>• Know the similarities and differences between the waves on the electromagnetic spectrum.</li> <li>• Know the uses and dangers of ionising and non-ionising electromagnetic radiation.</li> <li>• Understand what is meant by the half-life of a radioisotope and how it can be determined from a decay curve.</li> <li>• Size of the nucleus and the atom.</li> <li>• Properties of alpha, beta and gamma radiation.</li> </ul> <p><b>Foundation:</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning of scalar and vector quantities and know some examples of each.</li> <li>• Know how to interpret speed – time graphs, understand what information can be obtained from gradient and area calculations.</li> <li>• Recall and apply the wave equation.</li> <li>• Measuring the speed of water waves using the ripple tank – must be able to describe the method.</li> <li>• Be able to label/identify the features of a wave, e.g. wavelength, amplitude, frequency.</li> <li>• Know the order of the waves on the electromagnetic spectrum, also their uses/dangers.</li> <li>• Know the difference between transverse and longitudinal waves.</li> <li>• The structure of the atom and the process of how an atom can become an ion.</li> <li>• Properties of nuclear radiation.</li> <li>• Understand what is meant by thinking distance and braking distance and what factors can affect the stopping distance of vehicles.</li> </ul>

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<b>Biology (X1 and X2) EDEXCEL</b>	45 min paper	<b>Tuesday 14th May</b> 10x1 - period 4 GLB  10x2 - period 4 RAM	<b>Higher:</b> <b>Topics 1,2,3,4</b> <b>Topic 5 points 5.1-5.5, 5.6</b> only in relation to (b) TB causing lung damage and (e) HIV (virus) destroys white blood cells, leading to the onset of AIDs
<b>Chemistry (X1 and X2) EDEXCEL</b>	45 min paper	<b>Thursday 16<sup>th</sup> May</b> 10x1 - period 5 SE  10x2 - period 5 CLY	<b>Higher:</b> <b>Topics 1,2 and 3</b> Electrolysis is included
<b>Physics (X1 and X2) AQA</b>	45 min paper	<b>*DATE CHANGE*</b> <b>Tuesday 21<sup>st</sup> May</b>  10x1 - period 4 BIB  10x2 - period 4 CLY	<b>Higher:</b> <ul style="list-style-type: none"> <li>• Understand the National Grid is a system of cables and transformers linking power stations to consumers.</li> <li>• Students should be able to explain why the use of step-up transformers and step-down transformers on the National Grid system makes it an efficient way to transfer energy.</li> <li>• Be able to use the equation:- energy transferred = charge flow × potential difference (<math>E = QV</math>)</li> <li>• Be able to use the particle model to explain how increasing the temperature, at constant volume, can lead to an increase in gas pressure.</li> <li>• For a fixed mass of gas held at a constant temperature - Be able to use the equation:- pressure × volume = constant (<math>pV = \text{constant}</math>)</li> <li>• Be able to explain what is meant by the half-life of a radioactive sample and be able to calculate it from a decay curve.</li> <li>• Know the properties of alpha, beta and gamma radiation and describe their uses and evaluate the best sources of radiation to use in a given situation.</li> <li>• Describe in detail how to determine the densities of regular and irregular solid objects.</li> </ul>
<b>Art and Design</b>	Component 1 Final piece for Year 10 coursework project  5 Hour practical examination	TBC	The 5 hour practical examination will be used to create a series of final outcomes based on your preparatory A5 sketchbook. Your sketchbook can be referred to throughout the exam. You will have a tutorial prior to the exam to discuss your choice of theme, scale, media and technique.  This is a crucial piece of GCSE coursework for Component 1. It is important to plan compositions and explore media in your sketchbooks prior to the exam.

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<b>RE</b>	90 min paper	All Year 10 Classes in the auditorium/exam rooms	<p>The paper will cover two topics – 1) Origins and Meanings and 2) Good and Evil</p> <p>All revision materials and content lists will be uploaded onto Class Charts for all students.</p>
<b>BTEC Sport</b>	<p>Students are currently completing their Component 1 Controlled Assessment(s) - Worth 30% of Overall GCSE Grade.</p> <p>Once complete, students will move onto Component 2 (<i>Taking part and improving other participants' sporting performance</i>) - Also worth 30% of Overall GCSE Grade.</p>	<p>10A/Bf1 ONGOING.</p> <p>10A/Bf2 ONGOING.</p> <p>10yw/Bf1 ONGOING.</p> <p>All work is internally assessed/externally moderated.</p> <p>Estimated completion date (Component 1) for all classes Monday 29<sup>th</sup> April 2024.</p>	<p>Component 1 – <b><i>Preparing participants to take part in Sport and Physical Activity.</i></b></p> <p>Task 1 – <b><i>Increasing participation in regular sport or physical activity for different types of sports participants. Based on the vocational context provided, students are to justify reasons for selected sports, relate to types of provision and explain any barriers/solutions to exercise adherence.</i></b></p> <p>Task 2 – <b><i>Equipment and technology required for participants to use when taking part in sport and physical activity. Based on the vocational context provided, students are to justify all the different clothing, equipment and technology available for a selected sport.</i></b></p> <p>Task 3 – <b><i>Preparing participants to take part in sport and physical activity. Based on the vocational context provided, students are to plan and lead a warmup to their peers.</i></b></p>
<b>BTEC Health and Social Care</b>	<p>Students are completing their Component 1 (10C) and Component 2 (10YW) controlled assessment.</p> <p>Once complete students will continue the completion of their Component 1 classwork (10YW) and Component 2 classwork (10C) in readiness for their second controlled assessment in <b>October 2024</b></p>	<p>10C/10YW - estimated completion of controlled assessment – Wednesday 1<sup>st</sup> May 2024.</p>	<p><b>Component 1 - 10C</b></p> <p>Task 1 – PIES growth and development through the life stages Produce a report on the physical, intellectual, emotional and social (PIES) growth and development that occur in the life stages of early adulthood and later adulthood.</p> <p>Task 2 – Impact of different factors on PIES growth and development through the life stages Produce a report on how specific factors can affect the PIES growth and development of individuals in the life stages of early adulthood and later adulthood</p> <p>Task 3a – Impact of life events on PIES growth and development Read the case studies on Manu and Olivia provided in Appendix 1. Produce a report that considers how each of their life events has impacted on their growth and development physically, intellectually, emotionally and socially</p> <p>Task 3b – How individuals adapt to life events Produce a report on how Manu and Olivia, in the case studies provided in Appendix 1, have adapted to life events.</p> <p><b>Component 2 – 10YW</b></p> <p>Task 1 – How healthcare services work together to meet the needs of an individual Produce a report on how different health care services work</p>

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			<p>together to meet the needs of a forty-seven-year-old who has Chronic Obstructive Pulmonary Disorder (COPD).</p> <p>Task 2 – How social care services meet the needs of an individual Produce a report on how social care services can meet the needs of a twelve-year-old who is in foster care arranged by the local authority.</p> <p>Task 3 – Barriers an individual could face when accessing services in health or social care Produce a report on the barriers an individual could face when accessing services in health or social care and provide suggestions of how these could be overcome. Your report must be based on a 36-year-old; they have a hearing impairment. They live alone in a rural village and do not have a car of their own. They need to attend an appointment at their GP in a nearby town</p> <p>Task 4 – How healthcare professionals demonstrate the skills, attributes and values required when delivering care to an individual Produce a report to show how healthcare professionals might demonstrate the skills, attributes and values required when delivering care to a child who has had an accident and now has a head injury</p>
<p><b>Business GCSE</b></p>	<p><b>One paper: 1 hour 45 minutes</b></p>	<p align="center">10C Periods 5 and 6 Monday 10<sup>th</sup> June</p> <p align="center">10A Period 1 Monday 10<sup>th</sup> June</p> <p align="center">Period 3 Thursday 13<sup>th</sup> June</p>	<p><b>Mixture of multiple choice, short answer and extended response questions. Section A has no contextual information required. Sections B and C are based on two separate case studies, where contextual information must be used in all answers.</b></p> <p><b>Topic areas:</b></p> <ul style="list-style-type: none"> <li>• <b>Business ownership</b></li> <li>• <b>Social media</b></li> <li>• <b>Market research</b></li> <li>• <b>Aims and objectives</b></li> <li>• <b>Branding</b></li> <li>• <b>Interest and loan calculations</b></li> <li>• <b>Franchises</b></li> <li>• <b>Business location</b></li> <li>• <b>Stakeholders and conflict</b></li> <li>• <b>External influences</b></li> <li>• <b>Sources of finance</b></li> <li>• <b>Costs, revenues, profits and break-even</b></li> <li>• <b>Cash flow</b></li> <li>• <b>Goods and services</b></li> <li>• <b>Added value</b></li> <li>• <b>Risks and rewards to entrepreneurs</b></li> <li>• <b>Segmentation</b></li> </ul>

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<b>Computing</b>	<b>OCR GCSE J277 Non-calculator Grade distributions: 50% paper 1 and 50% paper 2.</b>	<p>All students in Year 10 computing classes in the auditorium/exam rooms</p> <p>Monday 20<sup>th</sup> May P5 and 6 Paper 1 <b>System Architecture</b></p> <p>Monday 10<sup>th</sup> June P5 and 6 Paper 2 <b>Algorithms and programming techniques</b></p>	<p>Paper 1 <b>System Architecture:</b> <b>CPU: components and factors affecting the performance</b> <b>System storage: different types, advantages and disadvantages</b> The purpose of RAM in a computer system Virtual memory The need for secondary storage The units of data storage, e.g, Kilobyte (1,000 bytes or 1 KB) Impacts of digital technology on wider society including; ethical, legal, cultural, environmental, and privacy issues Legislation relevant to Computer Science: Data Protection, Computer Misuse, Copyright Designs and Patents acts Software licences: open source and proprietary</p> <p>Paper 2 <b>Algorithms and programming techniques</b> Data representation: numbers, characters, images and sound Programming constructs Algorithms and programming Tracing algorithms Search and sort algorithms Boolean logic Writing algorithms: OCR specific language and flowcharts</p>
<b>French</b>	Speaking Writing Listening and reading		<p><b>Theme 1:</b> Relationship – social media – hobbies – celebration</p> <p><b>Theme 2:</b> House/ neighbourhood description – charity work - healthy life style - environmental issues – social issues - holiday</p>
<b>Geography</b>	<b>90 minutes</b>	<p>All Year 10 classes in the auditorium/exam rooms</p> <p>Thursday 20<sup>th</sup> of June AM</p>	<p><b>The Living World</b></p> <ul style="list-style-type: none"> <li>- Ecosystems</li> <li>- Tropical rainforests (characteristics, plant and animal adaptations, causes and impacts of deforestation, sustainable rainforest management)</li> <li>- Hot deserts (characteristics, plant and animal adaptations, opportunities and challenges in the Thar, causes of desertification and strategies to reduce desertification)</li> </ul> <p><b>Urban Issues and Challenges</b></p> <ul style="list-style-type: none"> <li>- Patterns of urbanisation including factors affecting the rate of urbanisation</li> <li>- <b>Rio de Janeiro (NEE example of city):</b> location and importance, causes of growth, opportunities and challenges, urban planning strategies.</li> </ul>

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			<ul style="list-style-type: none"> <li>- <b>Birmingham (UK example of city):</b> Location and importance, impacts of national and international migration, opportunities and challenges, an example of regeneration.</li> <li>- Features of sustainable urban living</li> </ul> <p><b>Physical Fieldwork</b></p> <ul style="list-style-type: none"> <li>- Fieldwork title</li> <li>- Selecting, measuring and recording data</li> <li>- Describing, analysing and explaining fieldwork data</li> <li>- Reaching conclusions</li> <li>- Evaluating fieldwork</li> </ul>
<b>History</b>	<b>55 minutes</b>	All Year 10 classes in the auditorium/exam rooms  Wednesday 12 <sup>th</sup> June PM	The Cold War  Revision lists will be provided in lessons.  A question structure sheet will be provided during the exam.
<b>Media Studies</b>	<b>45 minutes + EAA</b>	Week beginning Monday 17 <sup>th</sup> June In lesson (to facilitate audio visual)	Students should revise: <ul style="list-style-type: none"> <li>• All Component 1 set texts covered so far (adverts, film posters, magazine covers) in preparation for a question on <b>media language</b> or <b>representation</b></li> <li>• Component 2: revise 'Man Like Mobeen' in preparation for questions responding to a clip from the episode</li> </ul>
<b>Music</b>	<b>60 minutes</b>	<b>In lesson with Miss Hughes to facilitate audio</b>  <b>Monday 20<sup>th</sup> May</b> <b>During P5-6</b>	4 x Listening questions based on the set works covered so far <ul style="list-style-type: none"> <li><input type="checkbox"/> Afro Celt Sound System – Release</li> <li><input type="checkbox"/> Esperanza Spalding – Samba em Preludio</li> <li><input type="checkbox"/> Purcell – Music For A While</li> <li><input type="checkbox"/> Queen – Killer Queen</li> </ul> 1 x Dictation question 1 x Unfamiliar listening question 1 x Essay question
<b>Design Technology</b>	90 minutes	Wednesday 19 <sup>th</sup> June 9am	All core theory covered since September. In addition, the following specialist theory: <ul style="list-style-type: none"> <li>• How timber is converted into a workable form</li> <li>• Wastage, addition and reforming/deforming processes- Routering, laminating, laser cutting and turning</li> </ul> Designing and making theory: <ul style="list-style-type: none"> <li>• Primary and secondary research</li> <li>• Market research</li> <li>• Specifications/design criteria</li> <li>• Modelling</li> <li>• Product analysis</li> </ul> A revision list will be provided in lessons.

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<b>PE</b>	1 Exam covering content from Paper 1 and 2. 60 minutes.	10C/Pg1 Mr Moon Monday 20 <sup>th</sup> May P5 & 6	Components of fitness Fitness testing Characteristics of skill Skill classification Skeletal system Muscular system Movement analysis Cardiovascular system Respiratory system
<b>NCFE Business and Enterprise</b>	<b>45 Minute Paper</b>	During lessons <b>Monday 10<sup>th</sup> June</b>  10yw - period 2  10B – period 4	Types of business ownership Entrepreneurs Stakeholders Supply and demand charts Product life cycle Boston matrix Pricing strategies Motivation (including Maslow and Herzberg) Recruitment Just in time