

**THE BULWELL ACADEMY**  
*Creative Education Trust*

# Year 10 Assessment Booklet

June 2026

## Contacts



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# Mock Timetable

Date	Morning Exam	Length	Afternoon Exam	Length
Friday 12 <sup>th</sup> June			French and Spanish speaking	
Monday 15 <sup>th</sup> June			French and Spanish speaking	
Tuesday 16 <sup>th</sup> June	French and Spanish speaking		French and Spanish speaking	
Wednesday 17 <sup>th</sup> June	Biology	1 hour 15min 1 hour 45min	History P1	1 hour 20min
Thursday 18 <sup>th</sup> June	English Literature Paper 2	2 hours 15min	French and Spanish listening and reading	35/45mins 45/1hour
Friday 19 <sup>th</sup> June	Maths Paper 1	1 hour 30min	Geography	1 hour 30min
Monday 22 <sup>nd</sup> June	Chemistry	1 hour 15min 1 hour 45min	H&C	1 hour 20min
Tuesday 23 <sup>rd</sup> June	English Lang Paper 2	1 hour 30min	Construction	1 hour 30min
Wednesday 24 <sup>th</sup> June	Maths Paper 2	1 hour 45min	History P2	55mins
Thursday 25 <sup>th</sup> June	Physics	1 hour 15min 1 hour 45min	GCSE PE	1 hour 15min
Friday 26 <sup>th</sup> June	Maths Paper 3	1 hour 30min	Drama	1 hour 45min
Monday 29 <sup>th</sup> June	French and Spanish writing	1 hour 1 hour 15min	H&C practical	2 hours
Tuesday 30 <sup>th</sup> June	Drama*	1 hour 45min	H&C practical	2 hours
Wednesday 1 <sup>st</sup> July				
Thursday 2 <sup>nd</sup> July				
Friday 3 <sup>rd</sup> July	Design Photography	4 hours 5 hours	Design Photography	

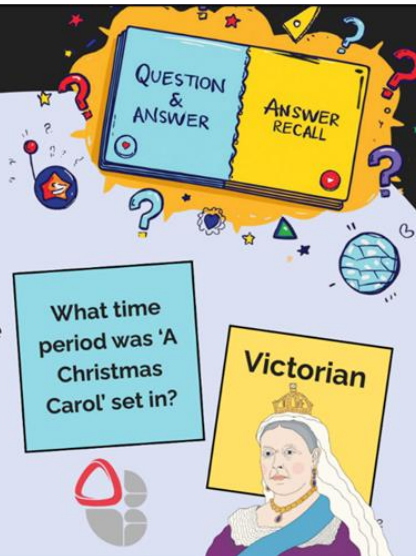
# Revision Techniques



## Flashcards

This is 'active recall'

- **Question** on one side and **Answer** on the other
- Add a **picture** to help you dual code
- Use the **Leitner system** to help you organise your self-testing
- This is perfect for your '**spaced retrieval**'



## Retrieval Grids

This is 'active recall'

- **Connect** and **organise information** in a grid with headings and sub-headings to prompt your recall
- It helps with **memorisation** and also **strengthens understanding**

Character	Quote	What they represent	Key vocabulary to describe them
Birling			
Eric			



## Brain Dump

This is 'free recall'

- **Use a timer** — there is no rigid structure
- **Write everything you know** with no filter or guide
- This gets all the information out of your head and afterwards you can **organise your ideas**
- Helps you to **identify knowledge gaps**




# Memorisation Topics & Resources


## ENGLISH


**Date of assessment** English Literature - Thursday 18<sup>th</sup> June  
English Language – Tuesday 23<sup>rd</sup> June

**Structure of the assessment**

**Literature Paper 2**

Section A: 9:00 An Inspector Calls 

Section B: 9:45 Anthology 

Section C: 10:30 Unseen Poetry   
11:00 Unseen Comparison

**Language Paper 2**

- 1 hour and 45 minutes in total.
- 1 hour on the reading section and 45 minutes on the writing section.

**Reading section**

9:15 – Question 2: Short Comparison (8 Marks)

Marks	8 marks
Minutes	10 minutes
PEAKs	P-E-I-C-P-E-I

9:25 – Question 3: Language Analysis (12 Marks)

Marks	12 marks
Minutes	15 minutes
PEAKs	P-E-Z-E-Z (x2)


9:35 – Question 4: Long comparison – viewpoint and method! (16 Marks)

Marks	16 marks
Minutes	20 minutes
PEAKs	P-E-I-Z-E2-I-Z-C-P-E-I-Z-E2-I-Z

**Writing Section**

10:00 – Question 5: Write your viewpoint to a given statement (40 Marks)

Marks	40 marks
Minutes	45 minutes
Remember	Hand plan, paragraphs, language techniques, vocabulary, punctuation, sentence starters/structures



**Tips for success**

- Know the 13 non-negotiables for AIC and Anthology
- Stick to timings!! This will ensure you are working through the whole paper.
- At least 2 and a half pages per essay for Literature
- Highlight the key words of the questions!

### Top websites for revision

**Literature:** <https://www.bbc.co.uk/bitesize/topics/z8mrqty> <https://www.bbc.co.uk/bitesize/topics/zqtmq2p>

### Topics

- Literature Paper 2**
- An Inspector Calls
  - Power and Conflict Anthology Poetry
  - Unseen Poetry
- Language Paper 2**
- Viewpoint writing

# SCIENCE

<b>Date of assessment</b>	Biology – Wednesday 17 <sup>th</sup> June Chemistry- Monday 22 <sup>nd</sup> June Physics- Thursday 25 <sup>th</sup> June
<b>Structure of the assessment</b>	1 x Biology paper 1 (Combined – 1hr 15mins. Separate 1hr 45mins) 1 x Chemistry paper 1 (Combined – 1hr 15mins. Separate 1hr 45mins) 1 x Physics paper 1 (Combined – 1hr 15mins. Separate 1hr 45mins)
<b>Tips for success</b>	Read questions carefully Use a ruler and pencil for drawing graphs Don't leave any questions unanswered Check calculations twice Use any spare time to check over answers Use the Physics Equation Sheet Use the Periodic Table
<b>Top websites for revision</b>	
<a href="#">Sparx</a>	<a href="#">Free Science Lessons - Biology</a> <a href="#">Free Science Lessons - Chemistry</a> <a href="#">Free Science Lessons - Physics</a>
<b>Topics</b>	
<p><b>Biology</b> Cell Biology Organisation Infection and Response Bioenergetics</p> <p><b>Chemistry</b> Atomic Structure Structure and Bonding Chemical Quantities Chemical Changes Energy Changes</p> <p><b>Physics</b> Energy Electricity Particle Model of Matter Atomic Structure</p>	

# MATHS

<b>Date of assessment</b>	Paper 1 - Friday 19 <sup>th</sup> June Paper 2- Wednesday 24 <sup>th</sup> June Paper 3 – Friday 26 <sup>th</sup> June
<b>Structure of assessment</b>	<b>Paper 1</b> Non-Calculator <b>Paper 2</b> Calculator <b>Paper 3</b> Calculator  Each paper will be 1 hour 30 minutes
<b>Tips for success</b>	<ul style="list-style-type: none"><li>• Read the entire question before answering, highlighting or underlining key words.</li><li>• Show all steps of your working out</li><li>• Have a go at answering every question!</li><li>• The amount of marks a question is worth tells you approximately how long to spend on that question (1 mark per minute).</li></ul>
<b>Top website for revision</b>	
<a href="#"><u>Sparx Maths</u></a>	
<b>Topics</b>	
<ul style="list-style-type: none"><li>• Any topic could come up on any paper.</li><li>• Please see your Sparx QLA and how to understand this on the next page.</li><li>• You are sitting a full complement of GCSE exams. There will be some topics that you have not covered yet. Don't panic! Just do your best and have a go at every question 😊</li></ul>	

# Maths personalised revision topics – How-to-guide

Students receive a personalised question-by-question breakdown after each assessment they complete in Maths to enable them to improve.

The breakdown identifies the topic each question was on, and how well the student performed on it.

Red – 0 marks achieved, a **high priority** to work on both within lesson and independently

Amber – Partial marks achieved, **lower priority** to work on and solidify understanding at home

The topic column specifies the knowledge tested within the question

Mathematics Assessment Feedback

Paper November 2020 Paper 1F

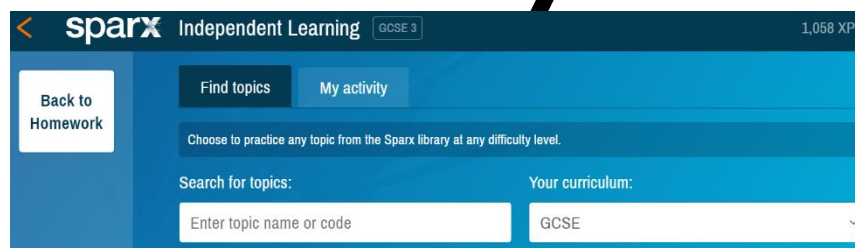
Name

Teacher GGO

**sparx**

Questions	Topic	Score	Sparx Code
1	Calculating the range	1 / 1	U526
2	Understanding and ordering integers	1 / 1	U600
3	Adding and subtracting with negative numbers	1 / 1	U742
4	Converting units of length, mass and capacity	1 / 1	U388
5	Writing and simplifying ratios, Finding areas using grids	2 / 2	U687,M900
6a	Reading, converting and calculating with time	1 / 2	U902
6b	Reading, converting and calculating with time	2 / 2	U902
7	Using the correct order of operations, Multiplying and dividing integers	3 / 3	U976,U127,U453
9	Using a written method to multiply integers	3 / 3	U127
10	Using algebraic notation, Multiplying and dividing by powers of 10	0 / 1	U613, M113
11a	Using a written method to multiply decimals, Multiplying and dividing with place value	1 / 1	U293,U735
11b	Using a written method to divide with decimals	2 / 2	U868
14a	Solving equations with two or more steps	2 / 2	U325
14b	Simplifying expressions by collecting like terms, Simplifying fractions	0 / 3	U105,U646
16a	Interpreting frequency tables, Simplifying fractions	2 / 2	U981,U646
16b	Interpreting frequency tables, Writing probabilities as fractions	1 / 1	U981,U408
16c	Writing numbers as percentages of other numbers	1 / 2	U925
17	Finding the equation of a straight line from two points on the line	0 / 1	U848
18a	Finding percentages of amounts without a calculator	2 / 2	U554
18b	Simplifying fractions	1 / 1	U646
19a	Writing probabilities as fractions, Finding equivalent fractions	0 / 2	U408,U704
19b	Writing probabilities as fractions	2 / 2	U408
22	Substituting into real-life formulae	1 / 3	U144
23	Converting between fractions, decimals and percentages	1 / 2	U888
24	Sharing amounts in a given ratio	4 / 4	U577
25	Factorising into one bracket	2 / 2	U365
26a	Using equivalent ratios to find unknown amounts	0 / 1	U753
26b	Finding the circumference of circles	0 / 4	U604
Total		37 / 54	

The sparx code allows the student to quickly and easily find and practice this topic on the independent learning function of sparx - they just type in the code!



If students need help prioritising which topics to focus their revision on they can talk to their teacher or Miss Goldsmith.

# GEOGRAPHY

<b>Date of assessment</b>	Friday 19 <sup>th</sup> June
<b>Structure of assessment</b>	Paper 1 - 1 hour and 30 minutes
<b>Tips for success</b>	<ul style="list-style-type: none"> <li>• Read each question carefully</li> <li>• BUG the question = Identify the command word and key words in the sentence</li> <li>• Use a pencil and ruler when completing a graph. Be neat and accurate</li> <li>• Double check all calculations and show your working on maths questions</li> <li>• Four figure grid references - remember along the corridor and up the stairs</li> <li>• Remember to use connectives like because and this means that on explain questions</li> <li>• On to what extent, evaluate and do you agree questions, remember to give your judgement in each paragraph.</li> </ul>

## Top website for revision

- Paper 1 Geography Knowledge Organiser
- Seneca
- <https://www.internetgeography.net/>

## Topics

- **Tectonic Hazards** – cause, impacts and management, why people live near tectonic hazards. Case studies – Turkey Syria earthquake and New Zealand Earthquake
- **Tropical Storms** – features, causes, impacts and management. Case study: Typhoon Haiyan
- **Climate Change** – causes, evidence effects and management
- **Extreme Weather** – define, is weather getting more extreme, Case study: Somerset Floods (cause, effect and management)
- **Living world** – food webs, roles of each part e.g.. producers and decomposers, why biomass changes
- **Tropical rainforests** – location, climate characteristics, layers, biodiversity, cause, effects and management if deforestation
- **Hot deserts**, location, climate characteristics, biodiversity, plant and animal adaptations, opportunities and challenges in the Thar desert, causes and management of desertification
- **Coasts** – processes, landforms and management
- **Rivers** – processes, landforms and management of river flooding

# HISTORY

<b>Date of assessment</b>	Paper 1- Wednesday 17 <sup>th</sup> June Paper 2- Wednesday 24 <sup>th</sup> June
<b>Structure of assessment</b>	Paper 1: Crime and Punishment – 1 hour and 20 minutes Paper 2: Anglo Saxons – 55 minutes
<b>Tips for success</b>	<ul style="list-style-type: none"><li>• Read the questions carefully</li><li>• Ensure your answer is linked to the correct time period</li><li>• Try to give specific details</li><li>• Read the command word carefully e.g. describe or explain</li><li>• Timings for answering questions is a minute and a half per mark</li><li>• Use the stimulus points, as springboards to help you start answers and bring in your own knowledge</li><li>• If you are answering an explain question for 12 marks you do not need a separate conclusion.</li><li>• If you are answering a usefulness question you should consider two out of content, provenance, and context.</li><li>• In source questions make sure you state what you see</li></ul>

## Top website for revision

[GCSE POD](#)

[GCSE History - Edexcel - BBC Bitesize](#)

## Topics

### Paper 1

Students will look at the nature and changing definitions of criminal activity, nature of law enforcement and policing and a case study for each time period:

- a) c1000 – 1500 – Case study: church, the clergy and use of trial by ordeal
- b) c1500 – 1700 – Case study: Gunpowder plotters, Matthew Hopkins and the Witch hunt
- c) c1700 – 1900 – Case study: Pentonville Prison, Robert Peel
- d) c1900 – present day – Case study: treatment of conscientious objectors, Derek Bentley

Whitechapel - c1870–c1900: crime, policing and the inner city

### Paper 2

- Anglo Saxon and Norman England – 1060 to 1066
- William I in power: securing the Kingdom – 1066 to 1087
- Norman England 1066 - 1088

# FRENCH

<b>Date of assessment</b>	Listening and Reading- Thursday 18 <sup>th</sup> June Writing- Monday 29 <sup>th</sup> June Speaking- 12 <sup>th</sup> , 15 <sup>th</sup> or 16 <sup>th</sup> June
<b>Structure of assessment</b>	Listening exam – Foundation tier 35 minutes, Higher tier 45 minutes Reading exam – Foundation tier 45 minutes, Higher tier 1 hour Writing exam – Foundation tier 1 hour 10 minutes, Higher tier 1 hour 15 minutes. Speaking exam – Foundation and Higher tiers 15 minutes preparation and 15 minutes (maximum) for the assessment itself.
<b>Tips for success</b>	<ul style="list-style-type: none"> <li>• Read the questions carefully.</li> <li>• Make sure you answer in the correct language – if the questions are in English, you answer in English.</li> <li>• Do not leave any gaps! If you have completed the rest of the paper and you have any blanks, then just guess! If you write nothing, you don't have a chance, but if you write something you at least have a chance!</li> <li>• Remember in the listening exercises, you will hear everything twice.</li> <li>• In the writing assessments, make sure you use the correct tenses.</li> <li>• Don't be put off if there are things on the exam papers you have not seen before. The exams cover all of the content of the GCSE, but we have only covered half of the course.</li> <li>• In the speaking assessment, make sure you take full advantage of the 15 minutes preparation time. Remember you can write notes for yourself for the role play, photo description and the questions and then you can use them in the exam. Remember what we have practiced in class with the photo description.</li> </ul>

## Top website for revision

[Language Nut](#)

## Topics

All of the topics and grammar we have studied this year may appear on the papers.

- Describing a photo
- Relationships
- Where you live and places in a town
- Holidays and festivals
- Free time activities
- School
- Celebrities and influencers
- Food and drink
- Healthy lifestyle
- Online activities
- Opinions
- The perfect tense
- The future tense

# SPANISH

<b>Date of assessment</b>	Listening and Reading- Thursday 18 <sup>th</sup> June Writing- Monday 29 <sup>th</sup> June Speaking- 12 <sup>th</sup> , 15 <sup>th</sup> or 16 <sup>th</sup> June
<b>Structure of assessment</b>	Listening exam – Foundation tier 35 minutes, Higher tier 45 minutes Reading exam – Foundation tier 45 minutes, Higher tier 1 hour Writing exam – Foundation tier 1 hour 10 minutes, Higher tier 1 hour 15 minutes. Speaking exam - Foundation and Higher tiers 15 minutes preparation and 15 minutes (maximum) for the assessment itself.
<b>Tips for success</b>	<ul style="list-style-type: none"> <li>• Read the questions carefully.</li> <li>• Make sure you answer in the correct language – if the questions are in English, you answer in English.</li> <li>• Do not leave any gaps! If you have completed the rest of the paper and you have any blanks, then just guess! If you write nothing, you don't have a chance, but if you write something you at least have a chance!</li> <li>• Remember in the listening exercises, you will hear everything twice.</li> <li>• In the writing assessments, make sure you use the correct tenses.</li> <li>• Don't be put off if there are things on the exam papers you have not seen before. The exams cover all of the content of the GCSE, but we have only covered half of the course.</li> <li>• In the speaking assessment, make sure you take full advantage of the 15 minutes preparation time. Remember you can write notes for yourself for the role play, photo description and the questions and then you can use them in the exam. Remember what we have practiced in class with the photo description.</li> </ul>

## Top website for revision

[Language Nut](#)

## Topics

- Describing a photo
- Free time and activities
- Holidays and travelling
- Describing people + celebrities
- Media and technology
- Jobs and work
- Opinions
- The future

# CONSTRUCTION

<b>Date of assessment</b>	Tuesday 23 <sup>rd</sup> June
<b>Structure of assessment</b>	Unit 1 - Construction in the built environment – 1hr 30m
<b>Tips for success</b>	<ul style="list-style-type: none"><li>• Read each question carefully and underline key command words such as describe, explain and evaluate.</li><li>• Use construction-specific vocabulary in your answers (e.g. DPC, insulation, substructure, load-bearing).</li><li>• Apply answers to real construction site situations wherever possible.</li><li>• In health &amp; safety questions, always identify the hazard and explain the correct safety measure or PPE.</li><li>• For materials questions, explain why a material is suitable, not just name it.</li><li>• Use the number of marks to decide how much detail is needed in your answer.</li><li>• In longer questions, make several developed points with clear explanations and examples.</li><li>• Show your understanding of construction processes by writing answers in the correct sequence or stages.</li><li>• Attempt every question — sensible construction knowledge can still gain marks.</li><li>• Leave time at the end to check technical terms, calculations and written answers.</li></ul>

## Top website for revision

## [WJEC ENTRY LEVEL FRAMEWORK SPECIFICATION](#)

### Topics

- Buildings and Structures
- Professional Roles
- Materials and properties
- Health and Safety Risk assessment
- Types of Buildings and Structure
- Components of buildings and structures
- Structures and Forms

# BTEC DESIGN

<b>Date of assessment</b>	Friday 3 <sup>rd</sup> July
<b>Structure of assessment</b>	Component 1: Art design and practice Pupils will complete a 5 hour practical assignment brief to be confirmed
<b>Tips for success</b>	<ul style="list-style-type: none"><li>• Complete all research tasks in advance</li><li>• Sketches will need to be ready for the exam</li><li>• Any materials will need to be prepared for advance in exam</li></ul>
<b>Top website for revision</b>	
Booklet to be placed on Teams.	
<b>Topics</b>	
Culture Manufacturing Skills from practical's this year Full independence	

# HOSPITALITY AND CATERING

<b>Date of assessment</b>	Unit 1- Monday 22 <sup>nd</sup> June Unit 2- Monday 29 <sup>th</sup> /Monday 20 <sup>th</sup> June
<b>Structure of assessment</b>	Unit 1: Hospitality and Catering 1 hour 30 mins Unit 2: Practical assessment – soup and bread 2 hours
<b>Tips for success</b>	<ul style="list-style-type: none"> <li>• <b>Read the question carefully</b> Make sure you understand what it is asking before you start writing.</li> <li>• <b>Use examples in longer answers</b> Adding examples helps to develop your points and access higher marks.</li> <li>• <b>Link your answer to the scenario</b> If the question includes an example or case study, make sure your reasons clearly refer to it.</li> <li>• <b>Focus on command words</b> Check whether the question asks you to <i>identify, describe, explain or evaluate</i>.</li> <li>• <b>Use Point → Explain structure</b> <ul style="list-style-type: none"> <li>○ Make a clear point</li> <li>○ Then explain it using “because”</li> <li>○ This helps you gain full marks</li> </ul> </li> </ul>
<b>Top website for revision</b>	
<a href="#">Resource WJEC Educational Resources Website</a> knowledge organisers	
<b>Topics</b>	
Commercial/noncommercial provisions Food service methods Job contracts Environmental impact Meeting the customer needs Role of the EHO officer Risk assessments HACCP Food poisoning	

# DRAMA

<b>Date of assessment</b>	Friday 26 <sup>th</sup> June
<b>Structure of assessment</b>	<p>This will be a full paper for Component 1. it will comprise of the following questions:</p> <p><b>Section A:</b></p> <ul style="list-style-type: none"> <li>4 multiple choice questions based on: Areas of the performance space, roles and responsibilities and staging configurations</li> </ul> <p><b>Section B:</b></p> <ul style="list-style-type: none"> <li>4 mark question – This is focused on design. You will be asked to design either a set or costume for a given character/ scene. You must link to the context of the piece to justify your designs are appropriate.</li> <li>8 mark question – This is based on 1 line of dialogue given to you by the exam board.</li> <li>12 mark question – This question is based on the shaded extract</li> <li>20 mark question – This question requires you to select 4 lines of dialogue from the whole extract, state how you are going to perform them as the given character and then for two of the lines link</li> <li>32 mark question – this is based on live theatre (Billy Elliot)</li> </ul>

<b>Tips for success</b>	What are you being assessed on?			
	<b>4 Mark question</b> Knowledge of design and context	<b>8 Mark question</b> How you would perform 1 line of dialogue	<b>12 Mark question</b> How you would perform a chunk or text and interact with others creating a specific mood.	<b>20 Mark question</b> How you would perform a given character in the extract as a whole and then demonstrate your knowledge of said character and ensure your interpretation is appropriate for the play as a whole
	A design element (Set, Costume, Sound, Lighting, Puppetry)  And  Knowledge of context	<b>1 line of dialogue</b>  Break the line into 3 chunks  State how you would perform each chunk blending <b>vocal and physical skills</b> together  State what you <b>aim to show</b> (Show knowledge of the character at that moment in time)	<b>Shaded extract</b>  How you would perform one character  Take each line at a time and comment on how you would vocally and physically perform the line  Always make reference to the <b>mood</b> set by the exam board  You must comment on <b>interaction</b> between you and the other character on stage	Focus on the <b>character set</b> by the exam board  <b>Pick 4 lines</b> from the whole extract (Deal with them in a <b>chronological order</b> ) and state how you would perform them both <b>vocally and physically, blending skills</b> together)  For <b>two</b> of these lines, you need to make <b>reference to another moment in the play</b> where you see the <b>same</b> or <b>contrasting</b> characteristic of the given character.  <b>Briefly</b> state how you would perform the character in the <b>other two moments</b>

**Top website for revision**

[GCSE Drama - AQA - BBC Bitesize](http://www.bbc.com/1/learningzone/2014/09/gcse-drama-aqa-bbc-bitesize)

**Topics**

- Component 1:**
- Roles and responsibilities
  - Staging positions
  - Staging configurations
  - Blood Brothers
  - Live Theatre analysis – Billy Elliot

# GCSE PE

<b>Date of assessment</b>	Thursday 25 <sup>th</sup> June
<b>Structure of assessment</b>	Full paper 2 – Health and Performance– 1hr 15 mins
<b>Tips for success</b>	<ul style="list-style-type: none"><li>• <b>Read the question carefully</b> Make sure you understand what it is asking before you start writing.</li><li>• <b>Use sporting examples where possible</b> Adding examples helps to develop your points and access higher marks.</li><li>• <b>Link your answer to the sport in the question</b> If the question includes an example sport, make sure your answers clearly refer to it.</li><li>• <b>Focus on command words</b> Check whether the question asks you to <i>identify, describe, explain or evaluate</i>.</li><li>• <b>Use AO1, AO2 and AO3 structure</b><ul style="list-style-type: none"><li>○ AO1 – state, list, identify</li><li>○ AO2 – explain – what, where, why</li><li>○ AO3 – Justify – give reasons and the impact</li></ul></li></ul>
<b>Top website for revision</b>	
Everlearner - <a href="https://theeverlearner.com">https://theeverlearner.com</a>	
<b>Topics</b>	
Topic 1 – Health, fitness and well being Topic 2 – Sport Psychology Topic 3 – Socio-cultural influences Topic 4 – Use of data	