Year 10

Autumn 2 Assessment

Friday 8th December 2023 – Wednesday 13th December 2023

Information, Support and Guidance

Timetable

	P1	P2	P3	P4
Friday 8th December		Option B Geography French		
Monday 11th December	English Literature RM Hall 9am		Maths RM Hall 12.15pm	
Tuesday 12th December	Science RM Hall 9am		Option A Geography French	
Wednesday 13th December	Option D Geography French	Option C Geography French		

Core assessments in Roy Moore Hall

Options assessments in lessons

**Note – History assessment will take place during Spring 1.*

Year 10 Revision Schedule

This document contains a revision schedule that has been created to support you in preparing for your upcoming Mid-Year Assessments. This revision schedule has been designed to complement your homework tasks – it is an optional (but highly recommended) additional layer of support to help you achieve success. If you have any questions about any of the tasks suggested, please speak to your subject teachers who are always more than happy to support.

WB 20th November – Week A

Subject	Focus/method/resource	Time	When?	✓
English	Using your KO, pick 5 quotations that best link to the theme of ambition in Macbeth. Complete quotation explosions – consider the devices that Shakespeare uses, links to context and links to Shakespeare's purpose/message. Extension – use one of your quotations to complete a one main body paragraph write up.	1 hour		
Maths	**Rearranging formulae and linear graphs**. Use the lesson from United Link SPARX practice the following codes: U556, U221, U373 U789, U741, U933, U889, U638, U238, U669, U315, U377, U477, U848, U862, U898	1 hour		
Science	B1 Cell biology: create flashcards or a mind map of the topic/ key words using the resources provided on the support page (seneca, free science lessons, cognito, BBC bitesize, UL resources).	1 hour		
Geography	Development – Use your KO to create a mind map focussing on the causes / consequences / solutions for uneven development.	1 hour		
French	Mind map – Relationships vocabulary and structures	1 hour		

WB 27th November – Week B

Subject	Focus/method/resource	Time	When?	✓
English	Using your KO, pick 5 quotations that best link to the theme of poverty in A Christmas Carol. Complete quotation explosions – consider the devices that Shakespeare uses, links to context and links to Shakespeare's purpose/message. Extension – use one of your quotations to complete a one main body paragraph write up	1 hour		
Maths	**Linear Simultaneous Equations and Volume 2** Use the lesson from United Link SPARX practice the following codes: U760, U757, U836, U137 U786, U174, U915, U484, U116, U617, U426, U350, U543	1 hour		
Science	C1 Elements and the periodic table: create flashcards or a mind map of the topic/ key words using the resources provided on the support page (seneca, free science lessons, cognito, BBC bitesize, UL resources).	1 hour		
Geography	India – Use your KO to create a mindmap on economic development in India.	1 hour		
French	Mind map – Free time activities	1 hour		

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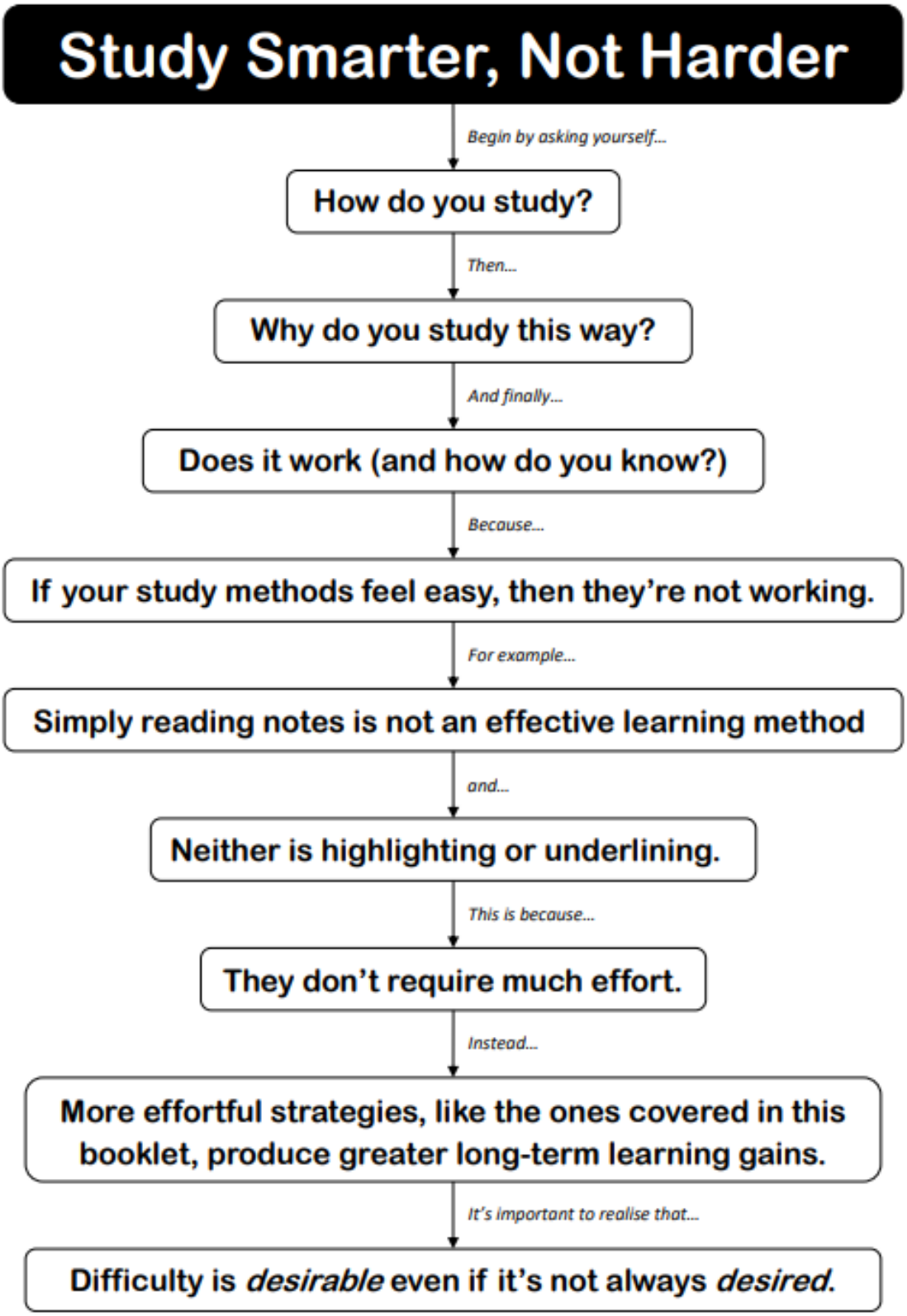
WB 4th December – Week A

Subject	Focus/method/resource	Time	When?	✓
English	Using your KO, pick 5 quotations that best link to the theme of power in Macbeth and 5 that link to the theme of greed in A Christmas Carol. Complete quotation explosions – consider the devices that the writers use, links to context and links to the writers' purpose/message. Extension – use one of your quotations to complete a one main body paragraph write up on one of the set texts.	1 hour		
Maths	**Compound Measures and Quadratics - graphical** Use the lesson from United Link SPARX practice the following codes: U914, U462, U896, U902, U388, U248, U468, U151, U256, U403, U910, U527 U989, U667, U601, U178, U963	1 hour		
Science	P1 Energy: create flashcards or a mind map of the topic/ key words using the resources provided on the support page (seneca, free science lessons, cognito, BBC bitesize, UL resources).	1 hour		
Geography	UK economy - Use your KO to create a mind map on the changing UK economy.	1 hour		
French	Create flashcards for key relationship/free time vocabulary.	1 hour		

WB 11th December - Mid-Year Assessment Period

Subject	Focus/method/resource	Time	When?	✓
English	Transfer the quotations you selected for the previous revision tasks onto flashcards and use the waterfall method to learn them.	30 mins		
Maths	**Quadratics – algebraic and Further graphs** Use the lesson from United Link SPARX practice the following codes: U228 U980, U593, U238	30 mins		
Science	B2 Organisation: create flashcards or a mind map of the topic/ key words using the resources provided on the support page (seneca, free science lessons, cognito, BBC bitesize, UL resources).	30 mins		
Geography	Development/India/ UK economy – create flashcards on the key terms.	30 mins		
French	Practise using flashcards created last time.	30 mins		

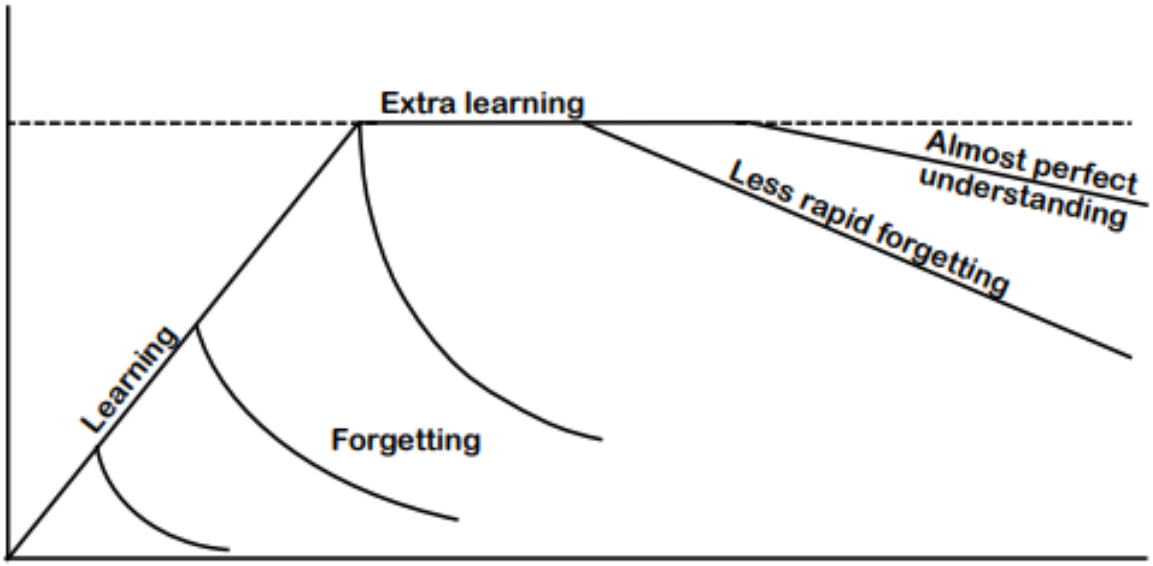
Revision Support



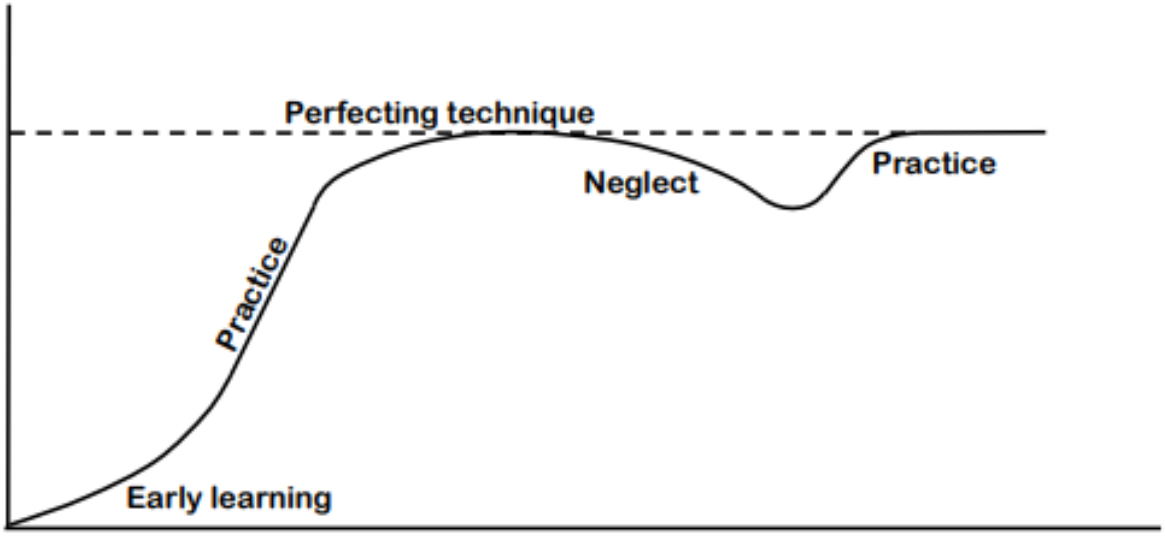
Successful Learning Takes Place Over Time

It's rare for anyone to be completely comfortable with something they learn for the first time. This could be a new piece of music, dance move, language or chemistry. We *all* have to practice. In most instances, the aim is to be at your optimum on the day it matters, e.g. the performance, race or exam. Everything leading up to this point is part of the *process* of improving. It's about the long-term rather than the short-term, which means there are no quick fixes. During this period, it's okay to make mistakes; it's okay to feel frustrated. What matters is what you do about it.

Knowledge and understanding over time



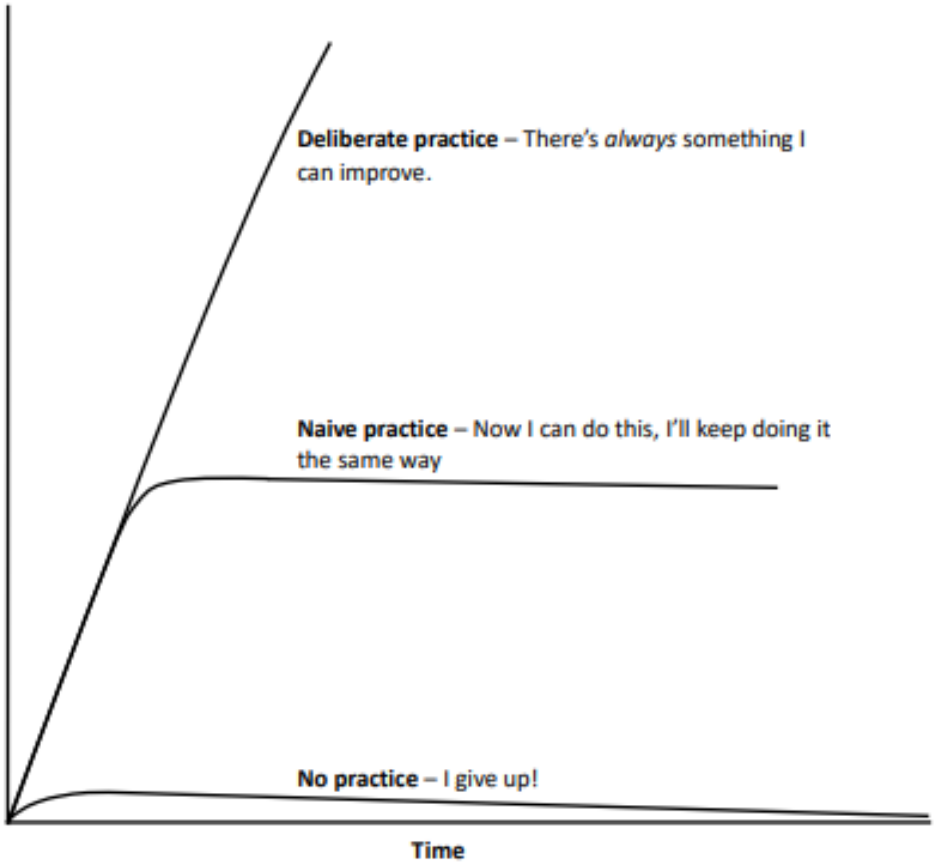
Mastering a skill over time



Not All Practice Is Equal!

So, practice makes perfect, right? Erm, not quite. That's because not all practice is equal. Echoing the flowchart at the beginning of this booklet, practice requires effort if it's to have an impact.

We might, for example, simply go through the motions, repeating what we've done before, including our mistakes. For instance, I've typed regularly for about twenty-five years. After an initial acceleration in my accuracy and speed, I plateaued a long time ago. Regarding progressing my typing, I've been employing what is known as naïve practice. If I want to see a real gain in my typing ability, it's deliberate practice I need to do.



Deliberate practice is always performed with a clear goal in mind, i.e. it consists of activities purposely designed to improve performance. Crucial to the success of this process is continual feedback, which is something that coaches provide elite athletes or musicians. They make suggestions for improvement and hold the person to account; they are constantly raising the bar and demanding the best. Sadly, we can't all have our own coach. We must, instead, find other ways of continually sourcing feedback.

Many learning strategies in this booklet provide explicit feedback on what you do and don't know, allowing you to focus on future strategies better. They are all proven to deliver tangible gains in our learning.

Summarising

You'll likely provide a summary when asked a question such as 'what have you done today?'. This involves selecting, organising and integrating the critical moments of your day. Taking a similar approach to your studies can have a powerful effect on your learning. What is vital is that you use your own words and don't mindlessly copy your notes or revision guide.

Self-testing

Research has shown that every time you bring a memory to mind, you strengthen it. And the more challenging you make this retrieval, the greater the benefit. Self-testing improves the recall of information, transfer of knowledge and making inferences between information. Equally, there are many indirect effects, such as a greater appreciation of what you do and don't know, which helps you plan your next steps.

Mapping

Mapping is a brilliant way of organising and learning information, demonstrated on various pages in this booklet. It helps you break down complex information, memorise it, and see the connections between different ideas.

Drawing

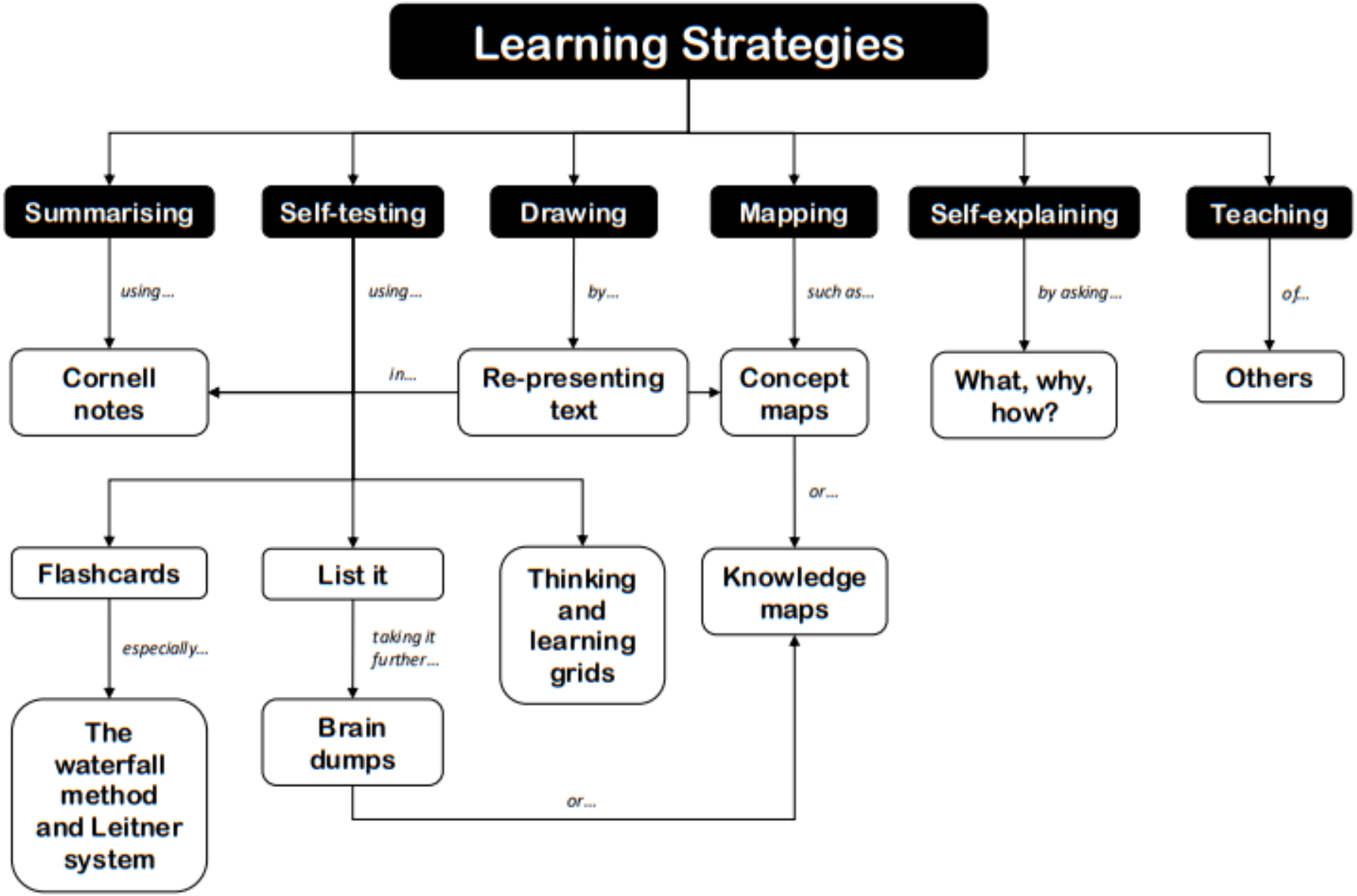
This involves turning text into some form of drawing. Doing so involves selecting, organising and integrating the information that matters, which forces you to think. This approach can be incorporated into the three strategies above too.

Self-explaining

Continually ask yourself 'How?' and 'Why?' when studying a topic and then try to answer these questions. Doing so helps you to see connections and differences between ideas. Self-explaining can also involve you saying the steps you're taking when solving a problem out loud. For example, a recent analysis of 64 research studies showed that 'it is better to ask a student to see if they can explain something to themselves, than for a teacher or book to always explain it to them'.

Teaching

Einstein is supposed to have said, 'if you can't explain it simply, you don't know it well enough'. This strategy works best when you know beforehand that you will teach someone. As with self-explaining, you're forced to select and organise what's important so that your teaching is as straightforward as possible. Having someone to interact with and ask you questions strengthens your learning.


Learning Strategies
Summarising
Self-testing
Drawing
Mapping
Self-explaining
Teaching
using...
using...
by...
such as...
by asking...
of...
Cornell notes
in...
Re-presenting text
Concept maps
What, why, how?
Others
or...
Flashcards
List it
Thinking and learning grids
Knowledge maps
especially...
taking it further...
The waterfall method and Leitner system
Brain dumps
or...

Flashcards

Flashcards have the potential to be a powerful learning aid. However, how successful this is will depend on the thought you put into making them and how they're used. It's vital to remember that they're for testing, not summarising.

Making good flashcards

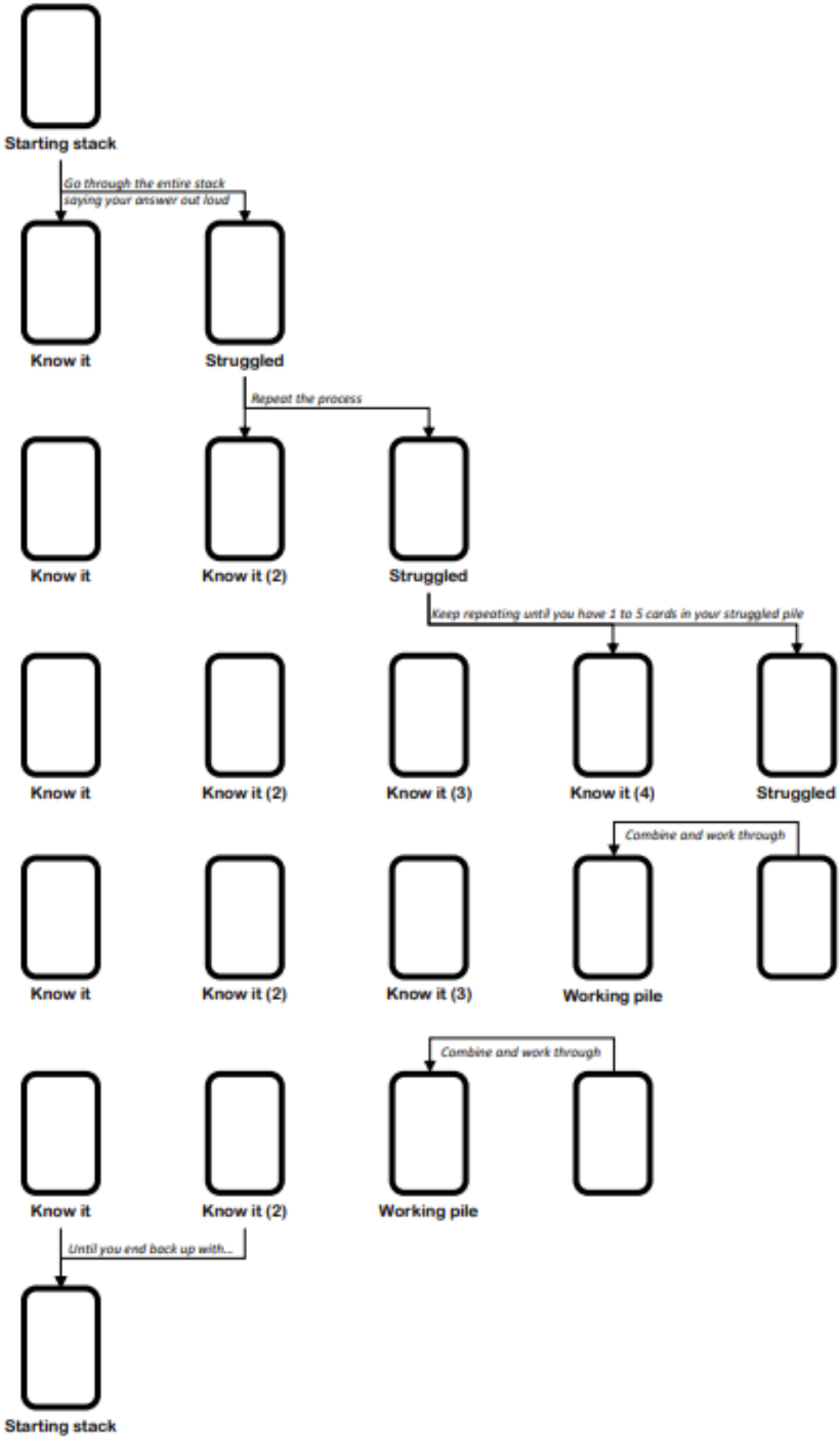
- One side of the flashcard should be a single question, and its answer on the reverse.
- Select the essential information to go on each flashcard. You could use topic checklists or bolded terms in your study guide to help you choose.
- Break complex concepts down so that they cover multiple cards.
- Use drawings to illustrate answers.

Using flashcards

- Say your answer out loud and not just in your head. You must be fully committed to your response. Even better would be to write your answer as you would have to do in an exam.
- Use them both ways – look at the answers and say what the question is.

What are the three sections of sonata form?	Exposition, Development and Recapitulation
What is the formula of glucose?	$C_6H_{12}O_6$
What is 'attrition'?	When waves smash rocks and pebbles on the shore into each other, and these break and become smoother.
Give the past/present/future for **Jouer** *(to play)*	J'ai joué Je joue Je jouerai

Flashcards – The Waterfall Method



List It

This is a simple free recall task that is very versatile. It can feel challenging, but this is a good thing, and it provides clear feedback on what you do and don't know. Choose a topic, set yourself a time limit and…

- List as many keywords as you can
- List as many facts as you can
- List as many key events/quotes/individuals as you can
- List as many causes of X as you can
- List as many consequences of Y as you can

Brain Dumps

Brain dumps can be incredibly effective as an extension of 'list it' above. Spend, say, fifteen minutes with a blank piece of paper and write down everything you know about a topic. Once finished, look at your class notes, textbook and/or revision guide and check that what you've written is correct. Then look at what you've forgotten and focus on this. Finally, date the sheet and store it away. Later, do the exercise again and compare the sheets – hopefully, you will remember more the second (third, fourth etc.) time and will be able to see the improvement you've made.

Brain dumps made easier

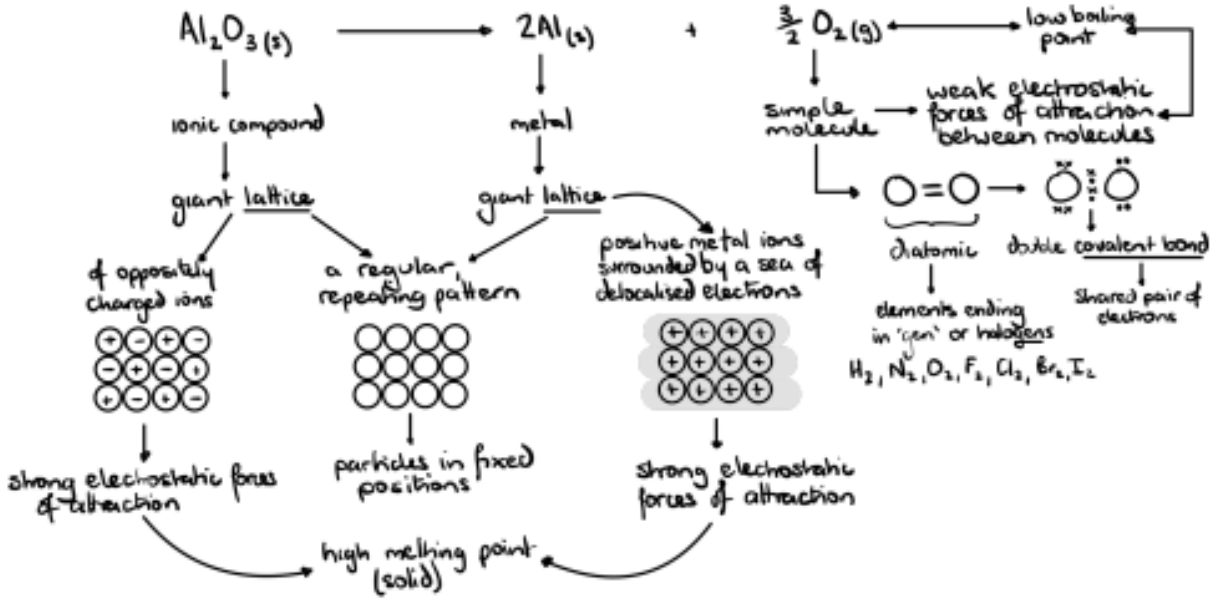
Brain dumping can be a terrifying exercise. To create a gentler, if less effective, version, compile a list of keywords, terms, people, countries etc., connected with a topic and write uninterrupted for fifteen minutes using these as prompts. For example, if your brain dump was on the 'Energy' topic in Physics, your prompts could be:

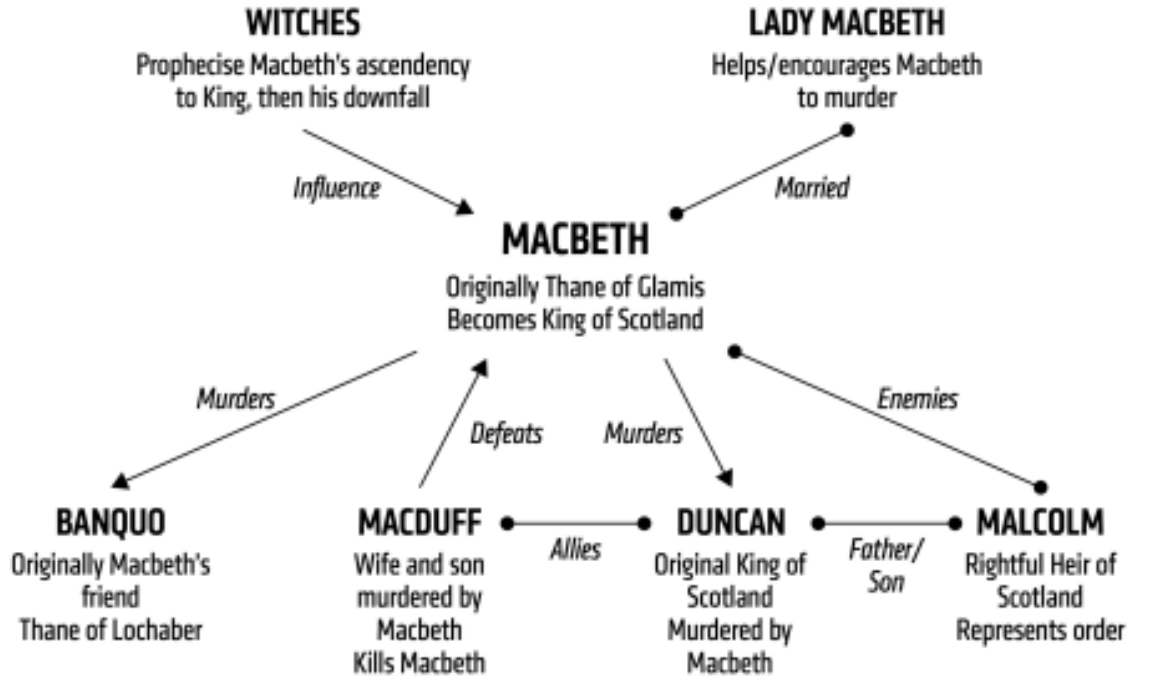
= ½ mv² = W/t **= F x s** = mcΔT **= mgh** biofuel **chemical** conduction **conservation of energy** dissipate **distance** efficiency **elastic potential** electricity **electrostatic** force **fossil fuels** friction **geothermal** gravitational potential **heating** hydroelectric **insulation** Joule (J) **kilogram (kg)** kinetic **lubricant** magnetic **metre (m)** Newton (N) **non-renewable** nuclear **power** renewable **Sankey diagram** solar **specific heat capacity** store **thermal** tidal **transfer** useful energy **wasted energy** water waves **Watt (W)** waves **wind** work done

So, a brain dump on energy might start… *Energy cannot be created or destroyed but is only transferred from one store to another. There are eight energy stores. These are: kinetic, gravitational potential, chemical, elastic potential, internal (thermal), nuclear, electrostatic, and magnetic. Anything moving has a kinetic energy store. Anything raised a height has a gravitational potential store. Food, fuels and batteries are examples of chemical stores. Anything that can be squashed or stretched has an elastic potential store. A change in temperature means a change in the internal (thermal) store. There are four energy transfers: work done (mechanical), radiation…*

Knowledge Maps

Knowledge maps are like Brain Dumps in that you try to recall everything you know about a topic onto a blank piece of paper. The difference is that you connect ideas visually rather than in continuous prose. As with Brain Dumps, once finished, look at your class notes, textbook and/or revision guide and check that what you've written is correct. Then look at what you've forgotten and focus on this. Here are two entirely different examples:





(Taken from Sweller's Cognitive Load Theory in Action by Oliver Lovell)

Subject Support Pages

English	Contact: brianna.fairbank@avonbourneacademy.org.uk

Assessments and content

Literature, Paper One 1 hr 45 mins	**Section A: Shakespeare - 34 marks total. 30 marks (AO1, AO2, AO3) + 4 marks (AO4)** Students will answer one essay question (containing extract) on their studied Shakespearean play, Macbeth. **Section B: The 19th Century Novel - 30 marks (AO1, AO2, AO3)** Students will answer one essay question (containing extract) on their studied 19th Century novel, A Christmas Carol.

Resources to help students revise and prepare:

Macbeth	A Christmas Carol
• Macbeth knowledge organiser • Macbeth annotations – full text booklet • Macbeth supporting resources booklet • Macbeth example questions (back of supporting resources)	• A Christmas Carol knowledge organiser • A Christmas Carol annotations – full text booklet • A Christmas Carol supporting resources booklet • A Christmas Carol example questions (back of supporting resources)

Additional literature video resources:

Macbeth	A Christmas Carol
20 lessons that cover first teaching: https://continuityoak.org.uk/Lessons?r=806 13 lessons that cover revision: 1. The natural order (Part 1)of 2 2. The natural order (Part 2/2) 3. The Supernatural (Part 1/2) 4. The Supernatural (Part 2/2) 5. The tragic hero (Part 1/2) 6. The tragic hero (Part 2/2) 7. Macbeth and Lady Macbeth (Part 1/2) 8. Macbeth and Lady Macbeth (Part 2/2) 9. Banquo and Macduff (Part 1/2) 10. Banquo and Macduff (Part 2/2) 11. The witches (Part 1/2) 12. The witches (Part 2/2) MASSOLIT playlist – covers first teaching and revision: https://www.massolit.io/playlists/macbeth	20 lessons that cover first teaching: https://continuityoak.org.uk/Lessons?r=219 12 lessons that cover revision: 1. Redemption (Part 1) 2. Redemption (Part 2) 3. Social responsibility and charity (Part 1) 4. Social responsibility and charity (Part 2) 5. Family and friendship (Part 1) 6. Family and friendship (Part 2) 7. Scrooge (Part 1) 8. Scrooge (Part 2) 9. The Spirits (Part 1) 10. The Spirits (Part 2) 11. The Cratchits (Part 1) 12. The Cratchits (Part 2) MASSOLIT playlist – covers first teaching and revision: https://www.massolit.io/playlists/dickens-a-christmas-carol

Maths

Contact: callum.yeoman@avonbourneacademy.org.uk
jordi.monso@avonbourneacademy.org.uk

The assessments:

- 1x 1 hour paper 60 marks allocated, same assessment for all students (Calculator allowed)
- Higher tier students only will have a 30 minute paper in class (Calculator allowed)

Topics to be covered in the assessments:

- F1 Solving equations and rearranging formulae
- F2 Linear Graphs
- F3 Linear Simultaneous Equations
- F4 Volume 2
- F5 Compound Measures
- F6 Quadratics - graphical
- F7 Quadratics - algebraic
- F8 Further graphs

Resources to help students revise and prepare:

UL Resources Curriculum - Curriculum (unitedlearning.org.uk)

Use the Year 10. The link above takes you to the UL Pupil page shown.

Each topic then has multiple video lessons included as shown below.
Click on the title to open the list of lesson

SPARX

Avonbourne Girls Academy and Avonbourne Boys Academy

Log in to your SPARX and use Independent Learning option then type in the codes provided in the revision schedule in the search bar (remember to choose GCSE).

Science

Contact: rosie.pittwood@avonbourneacademy.org.uk

The assessments:

Students will sit one 75 minute paper containing the 5 GCSE topics covered so far.

Topics to be covered in the assessments:

Biology Topics Covered:

- B1 Cell Biology
- B2 Organisation

Chemistry Topics Covered:

- C1 Atomic structure and the periodic table
- C2 Bonding Structure and properties

Physics Topics Covered:

- P1 Energy

Resources to help students revise and prepare:

- Seneca
- BBC Bitesize - https://www.bbc.co.uk/bitesize/examspecs/z8r997h
- United learning lessons - Curriculum - Curriculum (unitedlearning.org.uk)
- YouTube channels
    - Free science lessons - https://www.youtube.com/@Freesciencelessons/playlists
    - Cognito science - https://www.youtube.com/@Cognitoedu/playlists
- Booklets on teams
- Knowledge organisers

Please ensure that you select AQA exam board for any resources and that you check the list above for the topics involved in this assessment

French	Contact: sarah.turnermfl@avonbourneacademy.org.uk

The Assessment and Content

	Foundation Tier
Writing **25% of total GCSE**	1. Photo Card 2. 40 words 3. Translation into Spanish 4. 90 words 60 minutes

Links for UL lessons
Relationships https://curriculum.unitedlearning.org.uk/Pupil?r=101444 **Holidays** https://curriculum.unitedlearning.org.uk/Pupil?r=101453 **Town** https://curriculum.unitedlearning.org.uk/Pupil?r=101466 **Free Time** https://curriculum.unitedlearning.org.uk/Pupil?r=101459 **Writing Skills** https://curriculum.unitedlearning.org.uk/Pupil?r=101467

Geography

Contact : Laura.Seymour@avonbourneacademy.org.uk

The assessments:

Paper 1 (35 minutes) 33 marks Human Geography

- Development
- India
- UK economy

Topics to be covered in the assessments:

The Changing Economic World

- Development
- Measuring development
- DTM
- Uneven development
- Reducing development gap
- Example: Tourism – Kenya or Jamaica (CGP pg. 87)
- Economic development
- Economic development in India (CGP pg. 88-90)
- Economic development in the UK
- EXAMPLE - Industry and the environment (CGP pg. 92)

The paper may include skills question such as:

Cartographic (map) skills:

- OS Maps
- Maps and satellite images
- Maps and photographs
- Sketch maps
- Describing maps

Numerical skills:

- Area
- Scale
- Correlation
- Proportion, ratio, magnitude, frequency
- Describe and explain data.

Statistical skills:

- Median
- Mean
- Range
- Percentage increase and decrease
- Trend lines

- Lines of best fit
- Make predictions using data.
- Interpret trends.

Resources to help students revise and prepare:

Online:

- AQA Geography Seneca Course: https://app.senecalearning.com/
- Recommended Revision Guide: CGP GCSE AQA Geography (9-1) NEW Revision Guide: Amazon Link
- Past Papers: AQA Link
- Continuity OAK Curriculum - Curriculum (continuityoak.org.uk)

Booklets:

- In class materials such as booklets and homework tasks.
- Knowledge builder booklet – includes all knowledge organisers.