

# Year 10 'how to revise' evening



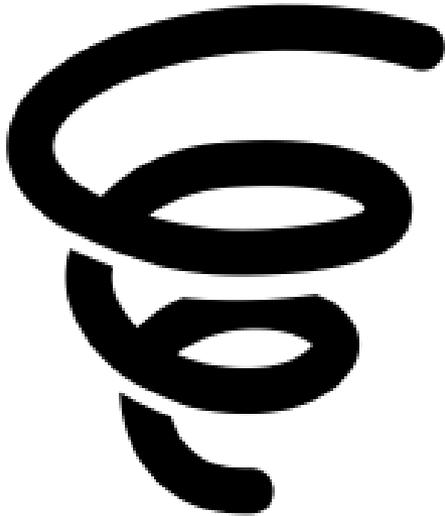
**Thursday 18<sup>th</sup> November**

# Why we are talking about revision in year 10!

Your child started **key stage 4** in September.

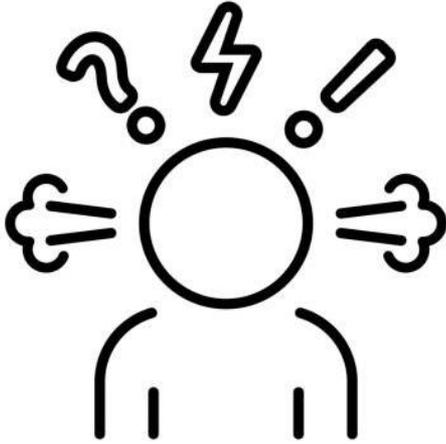
In less than 18 months, they will be sitting their final GCSE exams.

These are the culmination of up to 11 years of learning!



All curricula are built on prior learning, so continuous revision and retrieval is essential

- Much of this will occur through homework tasks
- Independent revision is also expected, and the key to succeeding at key stage 4



Feeling anxious and nervous about GCSEs is completely normal!

Stay calm by being organised and developing an embedded routine. A set homework timetable will naturally evolve into a revision timetable

Throughout key stage 4 it is also important to have healthy habits, such as:

- eating a healthy balanced diet,
- getting enough sleep,
- limiting screen time
- doing exercise,
- having time to relax and to socialise with friends.



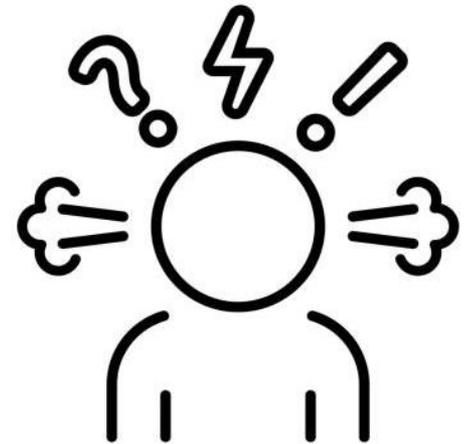
**There are parent guides to healthy habits in your booklet**

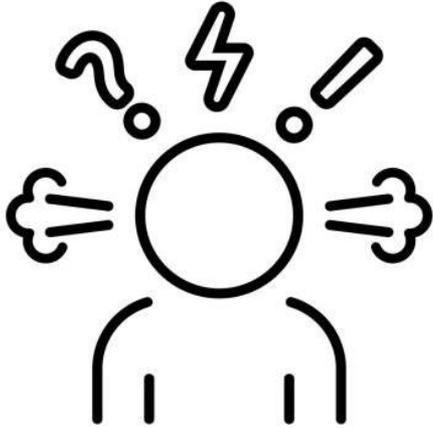
# Exam stress can be challenging, not only for children but also those that live with them

Staying calm will help them to remain calm...remember exams don't last forever!

## How can I help?

- Look out for signs of stress and encourage your child to talk to someone.
- Encourage your child to build and maintain healthy habits
- Support the to be organised
  - Have a good routine
  - Build a revision timetable
- Talk to your child about how they're feeling





## What should I do?

Create a revision plan which maps what you need to revise and when.

- Choose a mixture of subjects to focus on each day
- Use a range of revision techniques
  - 5-10 minute reviews
  - 30 minute transforming activities
- Practice testing yourself on different topics

## What should I do now?

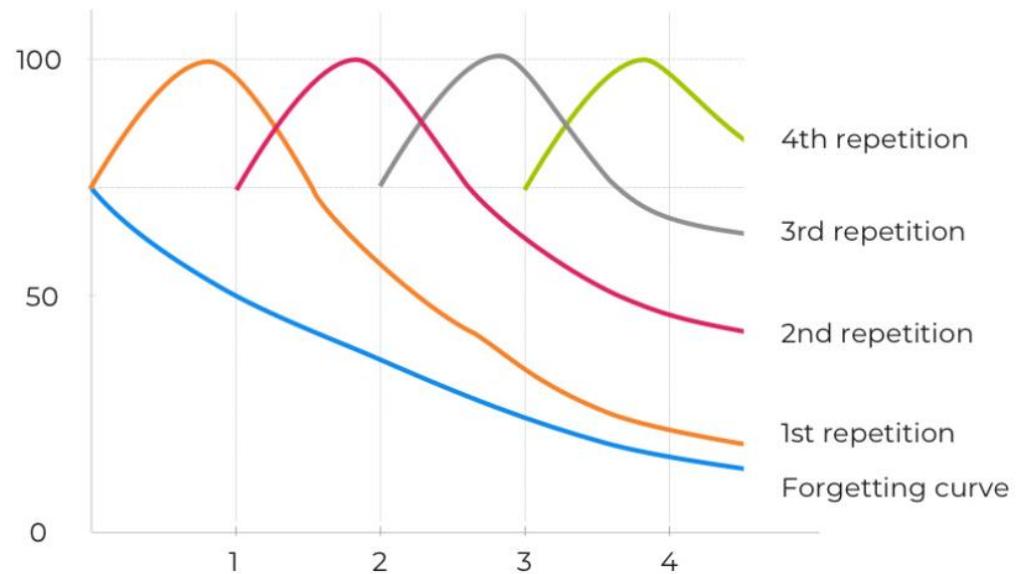
1. On the front page of your booklet, prioritise your subjects from 1-9 (where 1 is the one you are best at).
2. Rewrite in order of priority, starting with the highest number!
3. Start to fill in your revision timetable (your form tutor will talk you through it!)



# Work routines

Exam success depends on 2 things:

1. Remembering what you've learnt
2. Being able to apply it in the right way

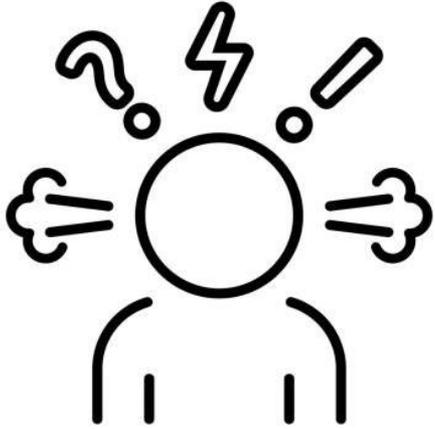


Working with small, regular breaks, helps you work without distractions and manage your time

1. Pick a task
2. Set a 25 minute timer
3. Work until your time is up (no distractions)
4. Take a 5 minute break
5. Repeat 4 times, then take a longer 15-30 minute break

**Do**  
Get into a routine  
Take regular small breaks

**Don't**  
Depend on wanting to do homework/revise!  
Work late at night when you're tired



Revising little and often is better than doing it all at once!

Spacing out revision stops students getting too swamped, and also allows them to forget and re-learn information, which helps them to remember it for longer.

## How can I help?

Help your child to create a timetable which maps what they need to work on and when.

- Choose a mixture of subjects to focus on each day
- Use a range of techniques, in alongside homework
  - 5-10 minute reviews
  - 30 minute transforming activities
- Practice testing your child on different topics



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.00-9.00							
9.33-10.00	<h2>How do I help?</h2> <ol style="list-style-type: none"> <li>1. Work with your child to create a weekly schedule</li> <li>2. Write in everything planned for the week (eg school, work, sport)</li> <li>3. Add the homework that needs to be completed and when <ul style="list-style-type: none"> <li>• Each subject should set around 1 hour homework per week</li> </ul> </li> <li>4. Each week, be specific about what work needs to be completed. The Shuttleworth App will help you to map this out</li> <li>5. Check in with your child-have they completed what they set out to achieve?</li> </ol>						
10.00-11.00							
11.00-12.00							
12.00-13.00							
13.00-14.00							
14.00-15.00							
15.00-16.00							
16.00-17.00							
17.00-18.00							
18.00-19.00							
19.00-20.00							
20.00-21.00							

There is a blank timetable in your booklet

## How NOT to revise

- ✗ Writing out notes or copying from a book.
- ✗ Cramming revision, overloading your working memory so you can't learn at all.
- ✗ Re-reading and doing nothing with the information.  
Highlighting information for the sake of it.
- ✗ Attempting to revise whilst doing other things.
- ✗ Revising easy material because it makes you 'feel good'.



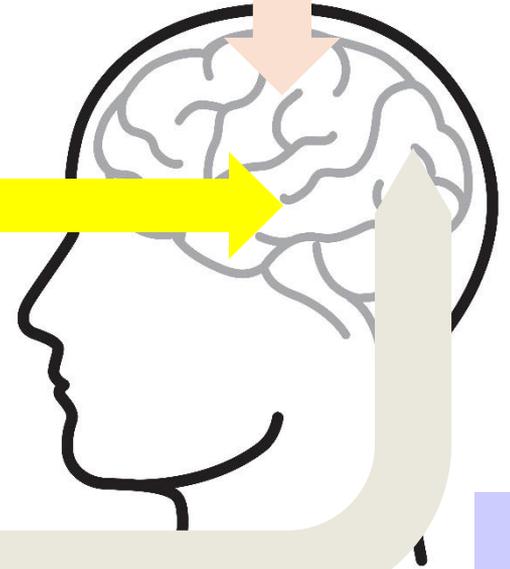
**Reduce**-make the information as concise as possible. Write keywords and key concepts, not full sentences

**Transform**-change its form, convert images to keywords, or ideas to flow diagrams or images

**Deconstruct**-break your information into smaller chunks, use mindmaps or organisation chart

**Retrieval**-practice recall of information; quiz yourself, get somebody else to test you, practice exam questions!

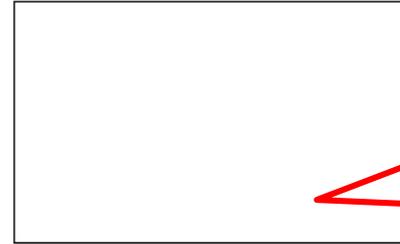
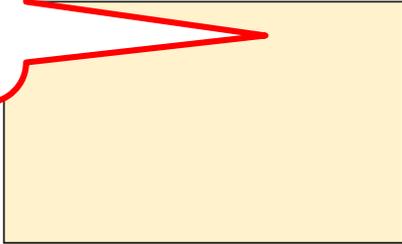
You have to DO something that makes you THINK!



## PiXL Revisit: Reduce and Transform

Unit / Topic:

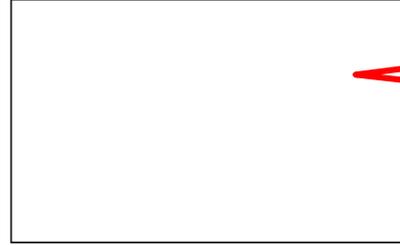
**1. Reduce** the information down into the key points.



**3. Transform:** change the information into drawings.

**2. Summarise** the key points (write in the boxes).

2.



Art work NOT required.

3.



Your visual memory is stronger than your written memory.

## PiXL Revisit: Transform

Unit / Topic:

PICTURE/ SOURCE/ INFO/ RESOURCE

**1. The source:** find a graph, map, photo or piece of text that links to the topic you are revising.

**2. Zone it:** identify the key parts to the source and circle them.

20

### Key Points

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**3. The key points:** use your zones to make sure you write about all elements of the source. Write a key point for each.

**4. Prioritise:** state which is the most important and why.

Most important  
+ WHY:

In lots of exams you will be asked to “use figure/source ...”

## PiXL Revisit: Ranking Triangle

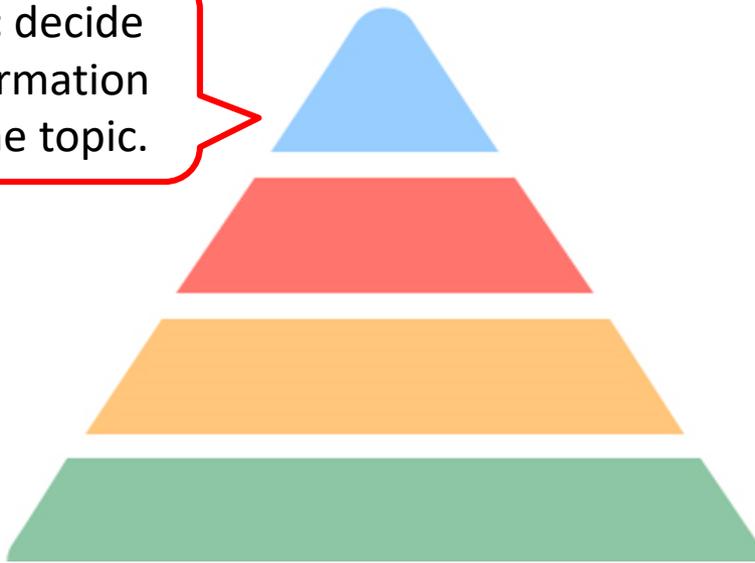
Name of Topic: \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

The most important information goes at the top and then the least important at the bottom. Make sure you justify WHY you think it the most/least important.

**1. Identify:** decide on key information linked to the topic.



**2. Prioritise:** put the most important at the top of the triangle and the least important at the bottom.

**3. Justify/make a judgement:** give reasons for your order.

Often the questions such as “evaluate” “assess” or “to what extent” need you to think about the most and the least to get the highest marks. A **JUDGEMENT** is needed.

## PiXL Revisit: Quizzing

Name of Topic: \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Read the text and come up with 20 questions to ask someone about the text.

	Question	Answer
1		
2		
3		
4		
5		

**1. Test it:**  
choose one of  
your weakest  
topics.

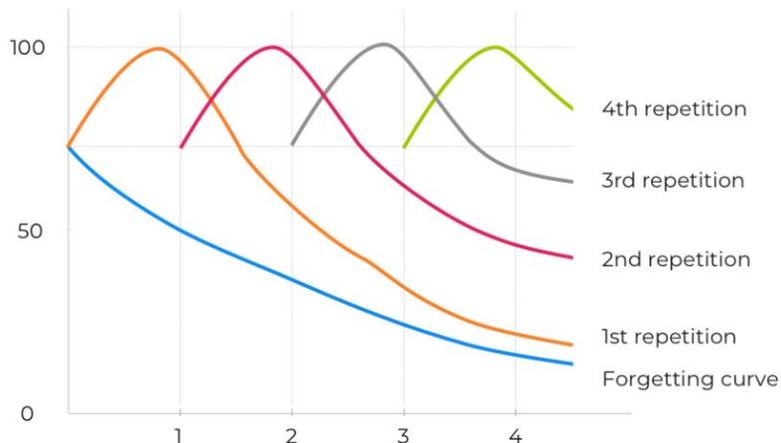
**2. Test it:** think of  
questions that  
might be asked  
about this topic,  
use your notes  
and revision  
guides to do this.

**3. Test it:**  
write an  
answer to  
the  
question.

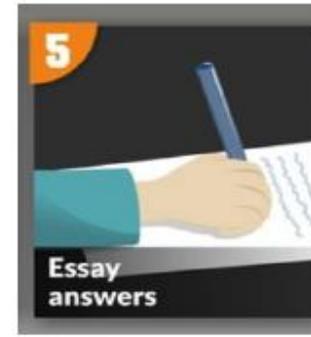
**Note.** Some  
more complex  
questions  
might have  
more than  
one possible  
answer.

# Practice remembering!

- Students remember information for a little while, but soon forget (forgetting curve)
- They need to 'load' information into their long term memories and practice 'retrieving' this information regularly



The best revision is little and often, with time in between.





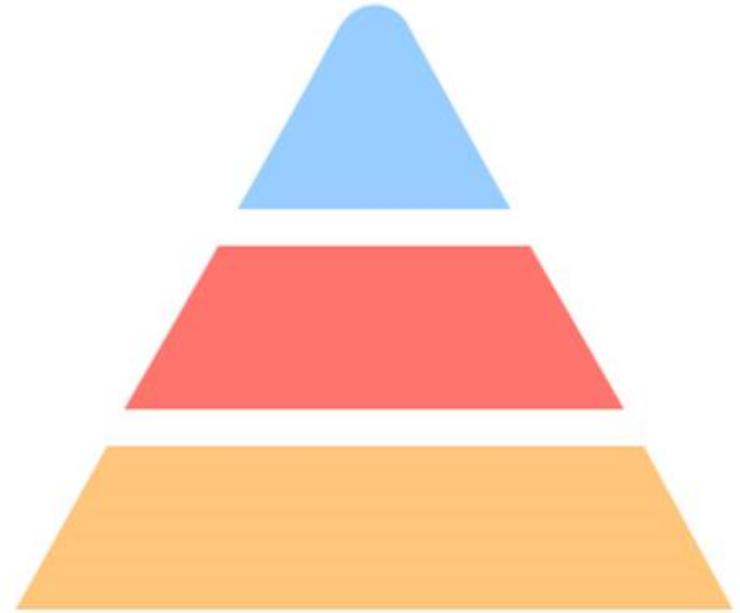
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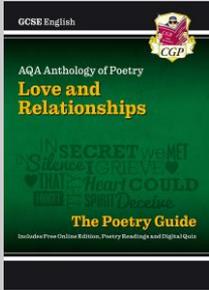
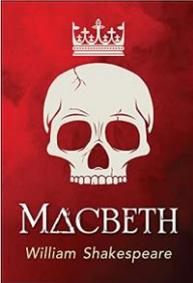


## Try it yourself

Can you remember the 3 external factors that affect a business

Which do you think has the biggest impact on a business? Rank the factors from 1 (most) to 3 (least)

# How to revise for English Literature

Literature Paper 1	Literature Paper 2	
<p>Students will be given an extract in the exam.</p> <p>Students will analyse the extract, then analyse the rest of the novella from memory</p>	 <p>Students have studied 15 poems</p> <p>In the exam, they will be given <b>one poem</b> and asked to <b>compare another from memory</b></p>	
<p>Students will be given an extract in the exam.</p> <p>Students will analyse the extract, then analyse the rest of the play from memory.</p>	 <p>Students will be given a <b>choice of two questions</b>.</p> <p>Only answer on <b>one!</b></p> <p>No extract is given. Students <b>will analyse the play from memory</b>.</p>	 <p>Unseen Poetry Q1: Analysis of <b>one unseen poem</b></p> <p>Unseen Poetry Q2: <b>Comparison of two unseen poems</b></p>

What do students need to know?
1. Content/plot
2. Themes
3. Context
4. Key quotations
5. How to structure an exam response

# “I’ll never remember all of that!”

## Condense

- Students will **be taught** this content in Y10
- We **revise each text in Y11**, focusing on consolidation of knowledge, depth of analysis, and mastery of exam skills
- Students **don’t need to memorise** every aspect of the text!
- Students will need an **understanding of the plot, content, themes & context** – which they already know.
- We condense **each text into a set of ‘key quotations’**. These are a selection of key quotations students need to know to be able to **answer any exam question..... “solitary as an \_\_\_\_\_”**
- **For poetry, we choose 3-5 key poems**. These are the poems students will need to know confidently, to be able to **compare to any poem they get given in the exam**

# How?

**A Christmas Carol Key Quotations B Band** 

**"solitary as an oyster"**

Dickens presents Scrooge as an isolated misanthropist through this simile, whilst also suggesting he has a metaphorical shell which acts as a barrier to society; his cruel personality. Dickens could also be suggesting Scrooge has a pearl of goodness within him.(Stave 1).

**"Hard and sharp as flint"**

Dickens implies Scrooge inflicts pain on others, through his cruelty and lack of empathy/failure to fulfil SR. A flint is a rock, implying Scrooge is cold and emotionless, but has the potential to spark happiness in others. Scrooge symbolises the attitudes of the rich in the Victorian era. (Stave 1)

**"no beggars implored him to bestow a trifle"**

Symbolises the class divide in the 19<sup>th</sup> century and how the rich failed to fulfill their SR. (Stave 1)

**"Are there no prisons? Are there no workhouses?..... Many would rather die than go to the workhouses"**

Scrooge says this when the two charity men ask him to donate money to the poor. Dickens highlights the suffering of the poor; their only options for survival where crime, workhouses, or the streets. The Poor Law act of 1834 introduced workhouses as an attempt to offer support to those living in poverty, however many people did not want to go to the workhouses, as the conditions were so horrific. (Stave 1)

**"If they had rather die then they had better do it and decrease the surplus population"**

Scrooge's response shows the lack of empathy the rich had towards the poor; they felt the poor were not important. It also emphasises that living in poverty resulted in death. (Stave 1)

**" But I am sure I have always thought of Christmas-time as a good time; a kind, forgiving, charitable, pleasant time"**

Fred expresses his views on Christmas; he is the antithesis of Scrooge and projects Dickens' own beliefs. The novella is set at Christmas as it represents all the qualities needed to lessen the class-divide. (Stave 1)

**"I wear the chain I forged in life. I made it link by link."**

Marley foreshadows Scrooge's own future if he does not change his miserly ways. The ghosts are the catalyst to Scrooge's metemorphosis. Dickens implies Marley is being punished for his sins. (Stave 1)

**"Scrooge wept to see his poor, forgotten self"**

In stave 2, the ghost of Christmas Past takes Scrooge back to his childhood, where Scrooge was left abandoned in school at Christmas. The reader begins to understand why Scrooge hates Christmas - he associates it with rejection. When Scrooge cries, the reader can see his metaphorical shell is beginning to break as he starts his journey to transformation; he is no longer emotionless like flint.(Stave 2)

**"I should like to be able to say a word or two to my clerk just now! That's all."**

After seeing Fezziwig's party, Scrooge realises how cruelly he has treated Bob and implies he wants to apologise to him. Scrooge is the antithesis of Fezziwig, who represents what a good boss should be. (Stave 2)

**"What idol has displaced you? ... A golden one"**

Belle ends her relationship with Scrooge, as he has become obsessed with money. He has sacrificed money for love and happiness; he now leads a sad and empty life. (Stave 2)

**"Why do you delight to torture me? Show me no more!"**

The ghost takes Scrooge to visit Belle, who is happy with a family of her own. Scrooge understands what he sacrificed and realises the error of his ways. This realisation is 'torture' for him - tries to block out the light of truth - journey to metemorphosis. (Stave 2)



**A Christmas Carol practise exam questions**



Choose at least three quotations from the key quotation sheet for each box!

<p><b>How does Dickens explore the destructive affects of avarice?</b></p> <p>Intro:</p>	<p><b>How does Dickens present the class-divide in the 19<sup>th</sup> century?</b></p>
<p><b>How does Dickens present the importance of family?</b></p>	<p><b>How does Dickens present attitudes towards the poor?</b></p>

 Think BIG

CHASE  
Dreams



SUCCEED  
TOGETHER

# Family Poems Revision

1. *Walking Away* by Cecil Day-Lewis
2. *Mother, Any Distance* by Simon Armitage
3. *Before You Were Mine* by Carol Ann Duffy

4. *Eden Rock* by Charles Causley
5. *Follower* by Seamus Heaney
6. *Climbing My Grandfather* by Andrew Waterhouse

## Walking Away by Cecil Day Lewis



## Mother, Any Distance by Simon Armitage



Summarise the content:

- 
- 
- 
- 

Key Quotations

- 1.
- 2.

Summarise the content:

- 
- 
- 
- 

Key Quotations

- 1.
- 2.

Context:

- 3.

Context:

- 3.

Themes



**Big Idea:** What is the main message Day-Lewis is trying to convey about independence?

Themes



**Big Idea:** What is the main message Armitage is trying to convey about distance?

Success Criteria

A01	Point	1. Does the <b>point clearly answer the question?</b> 2. Have you used our <b>own words in your point</b> , and not repeated the quotation? 3. Have you included ambitious vocabulary and subject terminology in your point (eg. miser)?	clear	thoughtful	convincing
A01	Evidence	Include judicious (well chosen) quotations to support your point and allow for in depth quotation	clear	thoughtful	convincing
A01 A02	Analysis	1. Have you explored what the quotation could suggest in detail? <i>Not in only in the extract but in the bigger picture of the novella</i> 2. Have you presented a range of ideas in your analysis? (alternate inferences)	clear	thoughtful	convincing
A02	Key words	1. Have you analysed a range of key words? 2. Have you included the correct word-class for each key word?	clear	thoughtful	convincing
A02	Technique	1. Have you <b>correctly identified techniques?</b> (look at your Writer's Toolkit!) 2. Have you analysed what the technique suggests?	clear	thoughtful	convincing
A01	Writer's Intention	1. Have you analysed <b>why Dickens has included this quotation and what impression he was trying to create?</b>	clear	thoughtful	convincing
A01	Reader's reaction	1. Have we <b>analysed what the quotation allows the reader to think/feel/understand?</b> 2. Have we <b>explained how or why the quotation does this?</b>	clear	thoughtful	convincing
A01 A03	Link	1. Have you analysed how the quotation <b>explores themes</b> (class-divide, socialism and capitalism, avarice, family, Christmas, metamorphosis) 2. Have you <b>explored any relevant context?</b> (Dickens' personal life and beliefs, workhouses, class-divide, poverty, The Poor Law, conditions of the 19 <sup>th</sup> century) 3. Have you <b>included critical theory?</b> (John Locke, Marxism, Simone De Beauvoir, Malthusian theory) 4. Have you <b>made a comparison to somewhere else in the play?</b>	clear	thoughtful	convincing
A01	<ul style="list-style-type: none"> <li>Read, understand and respond to texts</li> <li>Students should be able to maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul>	A02	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.	A03	Show understanding of the relationships between texts and the contexts in which they were written.

# How to revise for GCSE English Language

There are 2 English language exam papers

Students do not know the texts you will be given BUT they do know the types of questions they will be asked, how many marks they are for and the layered paragraphs you need to answer them.

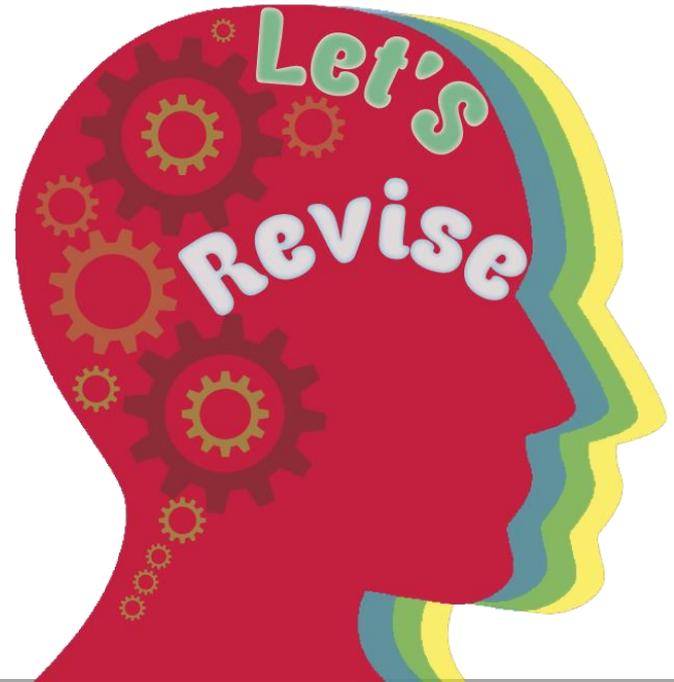
They also know the style models for writing pieces (or the guidance from your teacher).

They must learn them! Try using flash cards...



# How to revise for GCSE English Language

- You can practise annotating new extracts using the 5Ws.
- Revise the techniques!
- Practise planning & drafting Q5s.
- Your teacher can provide these.



# How to revise for GCSE Mathematics

1. Revise little and often – not reading, but doing questions
2. Past papers – Edexcel, 3 papers (1 non-calculator, 2 calculator), which tier?
3. Attend revision sessions / homework
4. Study groups

# How to revise for GCSE Mathematics

## Effective Note Taking

- Create and **use** flashcards
- Create posters and cheat sheets
- Create a visual revision guide or read your notes aloud

Don't just read notes / books ...  
**practice, practice, practice**



# How to revise for GCSE Mathematics

## Using the internet

You Tube (The GCSE Maths Tutor, Maths Genie, Maths Kitchen, Maths Explained, Corbett Maths)

Download a relevant App

Maths Watch – Past Papers set by your teacher.

**Find what works for you!**

# How to revise for GCSE Mathematics

## Maths Genie Example & You Do


Angles in Polygons

### Angles in Polygons

 Watch Later
  Share

Example

The size of an interior angle in a regular polygon is  $170^\circ$

Work out how many sides the polygon has.

Exterior angle  
 $180 - 170 = 10^\circ$

$\frac{360}{10} = \underline{\underline{36 \text{ sides}}}$

Try this

The size of an exterior angle in a regular polygon is  $30^\circ$

Work out how many sides the polygon has.

# How to revise for GCSE Mathematics

## Maths Genie Example & You Do

 Angles in Polygons
Angles in Polygons Press Esc to exit full screen
Watch Later Share

Question 1



A regular octagon and a regular hexagon are shown in the diagram. Find the size of angle  $x$ .

[MORE VIDEOS](#)

Question 2



Two regular pentagons are shown in the diagram. Part of another regular polygon P is shown. How many sides does P have?

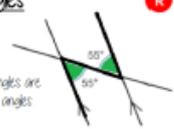
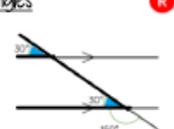
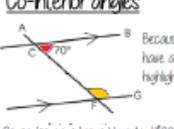
# How to revise for GCSE Mathematics

## Homework

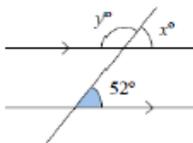
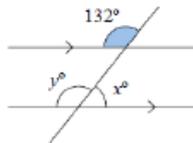
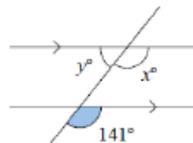
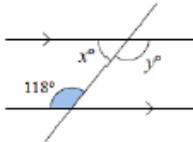
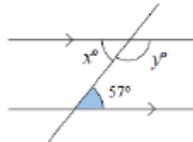
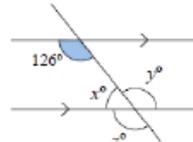
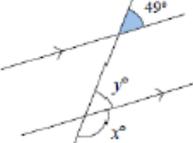
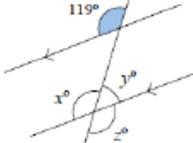
This half term, homework is focused on areas for development from your baseline assessments.

	Calculate roots Solve fractional equation	Solve two-step equation	Calculate angles in parallel lines	Plans and Elevations	HCF	LCM	Fractions to percentages	Substitute values into formulae	Rearrange a formula	double brackets form and solve equations with basic	Locs and Constructions	Best value		
	1	1	2	2	2	2	2	2	2	2	3	3		
	1	2a	2b	3	4	5a	5b	6	7	7b	8	9	10	11
1	1	2	0	2	2	0	2	2	0	1	1	3	3	3
1	1	2	2	2	2	2	2	2	0	1	3	3	3	3
1	1	2	0	2	2	2	2	2	1	2	3	3	0	1
1	1	2	2	2	2	2	2	2	0	2	3	3	3	0
1	1	2	2	2	2	2	1	0	2	2	3	3	0	0
1	1	2	1	2	2	2	2	2	0	2	3	3	3	3
1	1	2	0	2	2	2	2	2	1	0	3	3	0	1
1	1	2	0	2	2	2	1	2	0	2	2	0	0	3
1	1	2	0	2	2	2	2	2	1	2	3	3	3	3
1	1	2	2	2	2	2	2	2	2	1	3	2	2	2
1	1	2	0	2	2	2	2	2	0	2	2	3	0	0
1	1	2	0	2	2	2	2	2	1	2	3	3	2	2
1	1	2	1	2	2	2	1	2	1	2	3	3	3	3
1	1	2	0	2	2	2	0	2	0	2	2	2	2	3
1	1	2	2	2	2	2	2	2	2	2	3	3	3	3
1	1	2	1	2	2	2	2	2	1	2	3	3	2	3
0	1	2	2	2	2	2	0	2	0	1	3	3	3	3
1	1	2	0	2	2	2	2	2	1	2	0	2	3	3
1	1	2	2	2	2	1	1	2	0	2	2	3	3	3
1	1	2	1	2	2	2	0	2	0	2	3	3	3	3
1	1	2	0	2	1	2	1	2	0	2	0	2	3	3
1	1	2	1	2	2	2	2	2	0	2	3	3	3	3
1	1	2	0	2	1	2	0	2	2	2	2	3	0	1

Angles in Parallel Lines

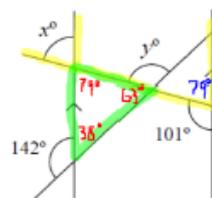
<p><b>Alternate angles</b> <span style="float: right;">R</span></p>  <p>Because alternate angles are equal the highlighted angles are the same size.</p>	<p><b>Corresponding angles</b> <span style="float: right;">R</span></p>  <p>Because corresponding angles are equal the highlighted angles are the same size.</p>	<p><b>Co-interior angles</b> <span style="float: right;">R</span></p>  <p>Because co-interior angles have a sum of <math>180^\circ</math> the highlighted angle is <math>110^\circ</math>.</p> <p>As angles on a line add up to <math>180^\circ</math> co-interior angles can also be calculated from applying alternate/ corresponding rules first.</p>
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1. Find the missing angles in each of the following diagrams.

<p><b>A1</b> Find the values of <math>x</math> and <math>y</math></p> 	<p><b>A2</b> Find the values of <math>x</math> and <math>y</math></p> 	<p><b>A3</b> Find the values of <math>x</math> and <math>y</math></p> 
<p><b>B1</b> Find the values of <math>x</math> and <math>y</math></p> 	<p><b>B2</b> Find the values of <math>x</math> and <math>y</math></p> 	<p><b>B3</b> Find the values of <math>x</math>, <math>y</math> and <math>z</math></p> 
<p><b>C1</b> Find the values of <math>x</math> and <math>y</math></p> 	<p><b>C2</b> Find the values of <math>x</math> and <math>y</math></p> 	<p><b>C3</b> Find the values of <math>x</math>, <math>y</math> and <math>z</math></p> 

Task 2 Worked Example

Find the values of  $x$  and  $y$ .



$180 - 101 = 79^\circ$   
 $x = 79^\circ$  because corresponding angles are equal.

$180 - 63 = 117^\circ$   
 $y = 117^\circ$  because angles on a straight line add up to  $180^\circ$



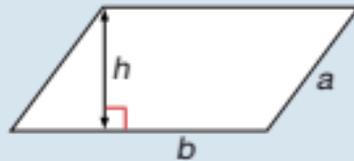
# How to revise for GCSE Mathematics

## Areas

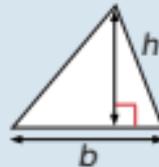
Rectangle =  $l \times w$



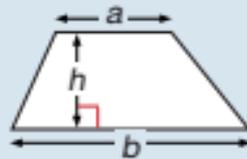
Parallelogram =  $b \times h$



Triangle =  $\frac{1}{2} b \times h$



Trapezium =  $\frac{1}{2} (a + b)h$



## Quadratic equations

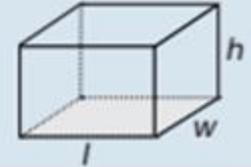
### The Quadratic Equation

The solutions of  $ax^2 + bx + c = 0$ ,

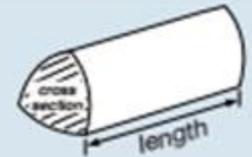
where  $a \neq 0$ , are given by  $x = \frac{-b \pm \sqrt{(b^2 - 4ac)}}{2a}$

## Volumes

Cuboid =  $l \times w \times h$



Prism = area of cross section  
 $\times$  length



Cylinder =  $\pi r^2 h$

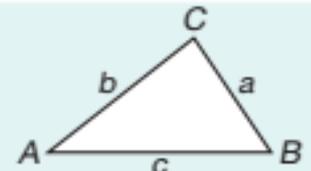


## Trigonometric formulae

Sine Rule  $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

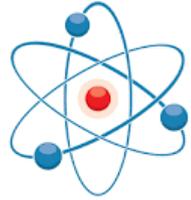
Cosine Rule  $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle =  $\frac{1}{2} ab \sin C$



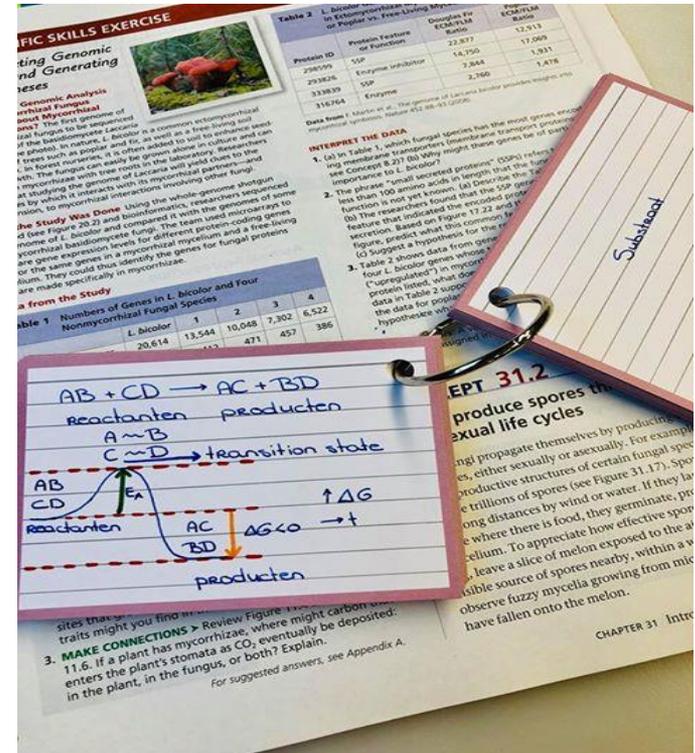
# How to revise for GCSE Science

- ▶ 6 exams at the end of year 11 for all entries
  - ▶ 2 in biology
  - ▶ 2 in chemistry
  - ▶ 2 in physics
- ▶ Combined science - 6 x 1 hour 15 minutes, 2 GCSEs for combined science given from an average of the 6 exams.
- ▶ Separate (triple) science - 6 x 1 hour 45 minutes, 3 GCSEs in biology, chemistry and physics



# How to revise for GCSE Science-active revision

- ▶ GCSE revision guides and workbooks
- ▶ Lots of content - revise little and often over a long period of time
- ▶ Read-cover-recite-check
- ▶ Practise past papers - AQA website
- ▶ **Highlight** and annotate
- ▶ Use flashcards - provided before mocks and exams
  - ▶ After revising a concept, write down the key points on a flashcard.
  - ▶ Do this for each sub-topic e.g. B1 cell biology - microscopy.
  - ▶ Put easier topics at the back and harder ones at the front.
  - ▶ Use them for simple quizzes - question on one side, answer on the other.



Think **BIG** 

CHASE Dreams



SUCCEED TOGETHER

### Three Exam Papers in GCSE History:

**Paper 1:** Medicine in Britain 1250-Present and the British Sector of the Western Front: Injuries and Treatment in the trenches.

**Paper 2:** Anglo-Saxon and Norman England, c1068-88 and Superpower relations and the Cold War, 1941-1991.

**Paper 3:** Weimar and Nazi Germany, 1918-39.

**Homework:** Students are expected to complete around 60 minutes of homework a week.

These are set as opportunities to conduct retrieval practice and allow students to revise the content that they have already studied.

These tasks are then brought into lessons, checked and placed into a homework book that will go on to form an additional revision guide for students.

Students have access to paper revision guides as well as online resources that are shared via the Shuttleworth App.

There are 3 Geography exam papers:

**Paper 1 - Living with the physical environment** 1 hour 30 minutes

**Paper 2 - Challenges in the human environment** 1 hour 30 minutes - 35%

**Paper 3 - Geographical applications and skills** 1 hour 15 minutes - 30%

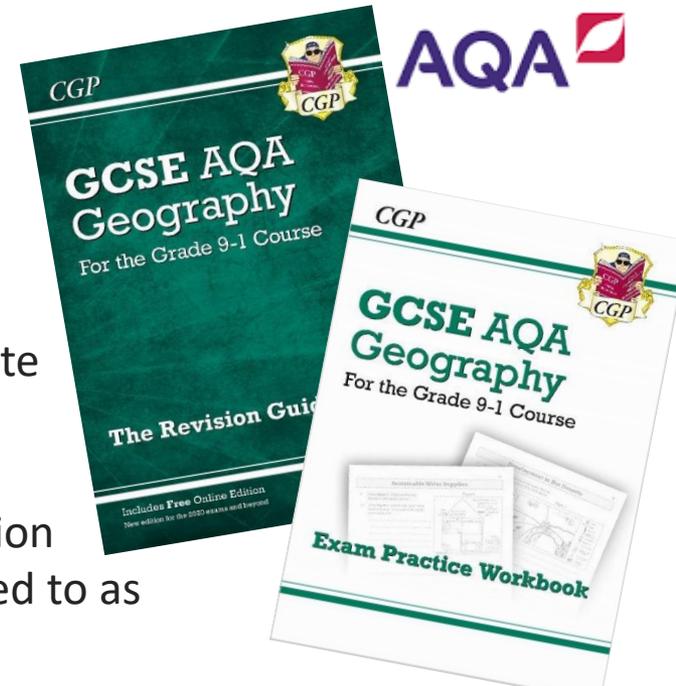
Pre-release resources booklet made available 12 weeks before Paper 3 exam.

**Homework** is set and based on the unit of work students are working on in class.

Homework is set in the students GCSE AQA Geography Exam Practice Workbook (white book seen here).

Students are told by the class teacher which pages to complete and when they should bring them into school to be marked.

All students have received a copy of the this green CGP Revision Guide and CGP Exam Practice Workbook, these should be used to as a revision tool.



Think  BIG

CHASE  
Dreams



SUCCEED  
TOGETHER

## Key information

Our school app is the key to all communication

<https://app.weduc.co.uk/shuttleworthcollege>

This can be accessed via mobile, or web browser

- School cloud (parents' evening) can be accessed directly through the Shuttleworth app
- **Y10 Parents evening is on Thursday 8<sup>th</sup> December**
  - Mr Turner has login details for anybody who has forgotten them!
- Y10 reports will be available on the app before parents' evening
- Homework can also be viewed on the app by both parents and students



# Year 10: Post-16 Options

<b>A Levels</b>	<b>T Levels</b>
<b>Vocational</b>	<b>Apprenticeship</b>

- ▶ There will be plenty of opportunities to engage with career routes throughout year 10.
- ▶ If you have any questions, please speak to Mrs Ackroyd