

# St. Ivo Academy



## Student Revision Guide Year 10 Assessment 2025/26

## What is going to happen?

At St Ivo Academy, we believe that knowing what you know is really important. This can help your teachers understand what you can do and what you can remember. Where there are important things that you can't do, or can't remember your teachers can then help you!

There will be assessments, sat in class, for you in a number of different subjects. You can see your timetable below. This assessment helps us to make good decisions to ensure that you can work hard and get even better!

## Timetable:

Week 1	P1	P3	P4
Monday 13/04	B block "10B/" on timetable		<b>English Language</b>
Tuesday 14/04		<b>Maths</b>	Science
Wednesday 15/04		Science	C block
Thursday 16/04	<b>English Literature</b>		A block
Friday 17/04	Science	<b>Maths</b>	

Week 2	P1	P3	P4
Monday 20/04	Catch Up	Catch Up	
Tuesday 21/04	Catch Up	Catch Up	
Wednesday 22/04			D block

## What should I expect?

**English and Maths assessments**, 10S (South) students line up in their class groups (Maths or English) on the Craft/Science playground. 10N (North) students must line up on the Resource Centre playground.

**All other assessments**, go to lessons as usual; if you have a History lesson, you will have a History assessment.

**Students with Access Arrangements** (small room, computers, extra time) go to the Library for ALL.

## How can I prepare?

We have given you everything that you need to revise for your assessment. You should use your [Knowledge Organisers](#). You will not be asked anything that is not on these – that is why we've given them to you! You could create flashcards, or get your parents/carers to help you at home. We have also prepared this booklet to help you with specific guidance and tips – do read it carefully.

## Who can I talk to if I am worried or if I have a question?

In the first instance, do speak with your Form Tutor. They will be able to give you advice and guidance. In fact, we have asked your Form Tutor to talk more about the assessments that are coming. They will do this in the next few weeks.

If you have a concern about a subject, speak to your teacher. If you have a concern about extra help and support, speak to Mrs Nisbett, Miss Sanderson, Mrs Kay or Ms Dones.

## English

There is nothing in the English assessment that you haven't been taught, or that is not part of your Knowledge Organiser. You should use your knowledge organiser to help you revise.

### Key content to revise

Key content
<ul style="list-style-type: none"><li>• Three poems (<i>The Charge of the Light Brigade</i>, <i>Exposure</i>, <i>Bayonet Charge</i>)</li><li>• <i>An Inspector Calls</i></li><li>• <i>A Christmas Carol</i></li><li>• English Language 20<sup>th</sup> Century Fiction Reading</li></ul>

### What might the questions look like?

Although we do not want to tell you 'what' precisely we will ask you, we do not want you to be surprised by 'how' we ask you. You can expect questions to look like this:

#### ***An Inspector Calls* (10 marks)**

- Complete the following quotation: "*A hard-headed...*" (1 mark)  
\_\_\_\_\_
- Which two characters are the most remorseful at the end of the play? (1 mark)
  - Eric and Mrs Birling.
  - Eric and Gerald.
  - Sheila and Mrs Birling.
  - Sheila and Eric.

One way that we ask questions is by providing you a question and then up to four different choices. You should look to circle the answer which you think is right. Sometimes we don't give you different choices but provide you a space to write your answer. You should do this as clearly as you can.

You will also notice how clear we are about how many marks you can be awarded – pay attention to this!

We will also want to ask you to write more extended responses. This is where you will have an exam-style question and that will look like this in the Literature exam:

#### ***Extended Response:***

31. How does Dickens present the character of Jacob of Marley in the following extract from *A Christmas Carol*? (30 marks + 4 marks for SPaG)

### Top Tips!

AQA English Language:

- reading and tracking a text carefully

- remembering to box off the relevant line numbers for each question
- evaluating writer's craft including methods, structure and language

**English Literature:**

- the core knowledge from the Knowledge Organisers for all texts
- using flashcards to test your knowledge of key quotations, themes, characters and methods
- use Carousel to test yourself on the core knowledge
- practise reading and analysing extracts from the texts
- re-read the Literature texts using Sparx reader

## Maths

You will sit either 'Core' or 'Higher' papers; your teacher will tell you which papers you are sitting. Use your knowledge organiser, booklets and Sparx Maths to help you revise.

### Key content to revise – ALL students

	Topic	Sparx code(s)
All students	Algebraic manipulation	U613
	Expanding single brackets	U179
	Factorising single brackets	U365
	Solving linear equations	U755, U325, U870
	Forming and solving equations	U599
	Rounding	U480, U298, U731, U965
	Estimation	U225
	Bounds	U587
	Error intervals	U657
	Order of operations	U976
	Add and subtract decimals	U478
	Multiply and divide decimals	U293, U868
	Prime factorisation	U739
	Squares, cubes and roots	U851
	Laws of indices	U235
	Converting with standard form	U330, U534
	Calculating with standard form	U264, U290
	Simplifying fractions	U704, U646, U746
	Add and subtract fractions	U736, U793
	Multiply and divide fractions	U475, U224, U544, U538
	Calculating percentages of amounts	U554, U349
	Increase and decrease by a percentage	U773, U671
	Percentage change	U278
	Reverse percentages	U286
	Frequency tables	U981, U312
	Averages	U546, U260, U291, U569
Perimeter	U351, U993	
Area	U945, U970, U424, U265	
Volume	U786, U174, U915	
Pythagoras	U385, U828	

## Key content to revise – Higher students

Higher students	Expanding double brackets	U768
	Factorising double brackets	U178, U858, U963
	Solving quadratic equations	U228, U960, U665
	Expanding triple brackets	U606
	Completing the square	U387
	Fractional and negative indices	U985, U772, U694
	Simplifying surds	U338
	Calculating with surds	U872, U499
	Rationalising the denominator	U707, U281
	Right angled trigonometry	U283, U545
	Sine rule	U952
	Cosine rule	U591
	Sine rule for area	U592
	3D Pythagoras	U541
	3D Trigonometry	U170
	Convert recurring decimals to fractions	U689
	Probability - tree diagrams	U558, U729, U806
Probability - Venn diagrams	U476, U748	

\*These are a selection of key topic areas, but **you can expect to be assessed on any content taught this year and also on content covered in Y7-Y9**

### What might the questions look like?

Although we do not want to tell you 'what' precisely we will ask you, we do not want you to be surprised by 'how' we ask you. You can expect questions to look like this:

Which of the following is a factor of 10? Circle the correct answer.

20                      100                      5                      4

Which of these is a square number? Tick the correct answer.

                                                                   
 5                      20                      81                      27

One way that we ask questions is by providing you a question and then different choices. Sometimes you will need to circle the answer, sometimes you will need to tick the correct box. You should look to circle or tick the answer which you think is right.

Most of

Work out $984 \div 3$  <div style="text-align: right;">.....</div>
--

the time, a question will be asked where you will be expected to show your working before writing your answer on the answer line. There may also be questions where you have to complete a diagram or table.

### Top Tips!

- You must show all of your working out.
- Check that you have answered the question.

Sparx maths will be a key tool for your revision as you look ahead to Year 11, so we recommend this is the main tool for revision at this stage. We recommend writing down questions, working, and marking your Sparx maths in a dedicated workbook. This will allow you to check in-person with one of our maths teachers if you are still uncertain on something.

## Science

There is nothing in the Science assessment that you haven't been taught, or that is not part of your Knowledge Organiser. You should use your knowledge organiser to help you revise.

### Key content to revise

Key content
Biology: <ul style="list-style-type: none"><li>• Cell Biology</li><li>• Organisation</li><li>• Infection and Response</li><li>• Bioenergetics</li></ul>
Chemistry: <ul style="list-style-type: none"><li>• Atomic Structure and the Periodic Table</li><li>• Bonding, Structure and the Properties of Matter</li><li>• Quantitative Chemistry</li><li>• Chemical Changes</li><li>• Energy Changes</li></ul>
Physics: <ul style="list-style-type: none"><li>• Energy</li><li>• Electricity</li><li>• Particle Model of Matter</li><li>• Atomic Structure</li></ul>

### What might the questions look like?

Although we do not want to tell you 'what' precisely we will ask you, we do not want you to be surprised by 'how' we ask you. The questions will be very similar to a past paper, but are likely to be more straightforward, i.e. checking your knowledge of just one specific area of the specification. They will not be synoptic (drawing on many areas). We will assess on a topic, and the questions will find out how much of each of those topics you know. Some questions may be more difficult than you have seen before, but this is only to find out how much you know, and so it is expected that you may not be able to answer them all, you shouldn't worry about this.

(a) What name is given to Group 1 elements?  Tick (✓) <b>one</b> box.  Alkali metals <input type="checkbox"/>  Halogens <input type="checkbox"/>  Noble gases <input type="checkbox"/>	Two processes occur in the apparatus shown in <b>Figure 3</b> . Draw <b>one</b> line from each description to the name of the process. <table border="1"><thead><tr><th>Description</th><th>Name of process</th></tr></thead><tbody><tr><td><input type="text" value="Liquid changes to vapour"/></td><td><input type="text" value="Condensing"/></td></tr><tr><td><input type="text" value="Vapour changes to liquid"/></td><td><input type="text" value="Evaporating"/></td></tr><tr><td></td><td><input type="text" value="Freezing"/></td></tr><tr><td></td><td><input type="text" value="Melting"/></td></tr></tbody></table>	Description	Name of process	<input type="text" value="Liquid changes to vapour"/>	<input type="text" value="Condensing"/>	<input type="text" value="Vapour changes to liquid"/>	<input type="text" value="Evaporating"/>		<input type="text" value="Freezing"/>		<input type="text" value="Melting"/>
Description	Name of process										
<input type="text" value="Liquid changes to vapour"/>	<input type="text" value="Condensing"/>										
<input type="text" value="Vapour changes to liquid"/>	<input type="text" value="Evaporating"/>										
	<input type="text" value="Freezing"/>										
	<input type="text" value="Melting"/>										

Some of the questions will be multiple choice questions. You may need to tick the correct answer or you might need to match up a word to the correct description.

Some questions will involve calculations where you should use your calculator and write down any working out that you do.

Chlorine has two isotopes.

Table 2 shows the percentage abundance of the two isotopes of chlorine.

Table 2

Isotope	Percentage (%) abundance
$^{35}_{17}\text{Cl}$	75.77
$^{37}_{17}\text{Cl}$	24.23

Calculate the relative atomic mass ( $A_r$ ) of chlorine.

Give your answer to 2 decimal places.

Some questions will be extended responses worth up to 6 marks. Here you should write in bullet points/ numbered lists.

Many questions will be short answer questions where you should look at the number of marks available as this informs the number of points that you need to make.

(a) Define the term 'hydrocarbon'.

---

---

## Top Tips!

- In multiple choice questions, eliminate any answers that you are sure are incorrect first before selecting your chosen answer
- Use any diagrams given to help you answer questions- they may have labels with information that will help you
- Show all your working out in any questions that involve calculations and ensure that you check the units
- If you are unsure what a word means, try and break it down to see if you can get any clues what it is about
- Write your answers to longer answer questions in bullet points

You can also check out these revision videos via the QR codes below.

Biology	Chemistry	Physics
 	 	 
 	 	 

## Geography

The geography assessment is not a past exam paper. The purpose of the assessment is to check how secure your understanding of key geographical ideas and processes is, so that your teachers can identify what you are confident with and what may need more practice before Year 11. The assessment is designed to test:

- What you already know
- How well you can explain geographical ideas
- How confidently you can apply your understanding.

There is nothing in this assessment that you have not been taught and nothing that is outside the GCSE Geography course. You should use your Knowledge Organisers to support you with your revision.

**Important** - this assessment will focus on knowledge of the geographical knowledge, it will not test your ability to revise case study / examples, so for the purpose of this assessment you need to revise the content but not the case study details.

### Key content to revise

<b>SECTION A – NATURAL HAZARDS</b>
<ul style="list-style-type: none"><li>• Natural Hazards</li><li>• Tectonic Hazards</li><li>• Weather Hazards</li><li>• Climate Change</li></ul>
<b>SECTION C – UK PHYSICAL LANDSCAPES</b>
<ul style="list-style-type: none"><li>• Coasts<ul style="list-style-type: none"><li>• Waves and Coastal Processes</li><li>• Coastal Landforms and factors affecting formation</li><li>• Coastal Management</li></ul></li><li>• Rivers<ul style="list-style-type: none"><li>• Downstream Changes</li><li>• River Processes</li><li>• River landforms and formation</li><li>• River Management</li></ul></li></ul>

### What might the questions look like?

Your assessment is 45 minutes and is out of a total of 50 marks. The paper has two parts each of which will test content from the two topics of Living with the Physical Environment that you have been asked to revise. Part 1 will be Natural Hazards and Part 2 UK Physical Landscapes. Each part will be split into 2 sections:

The two sections of each part will be structured as follows:

<b>Section A – Knowledge Fluency (13 marks) – Multiple Choice / Short Answer Questions</b>
--

This will check your core geographical knowledge.

Although we do not want to tell you ‘*what*’ precisely we will ask you, we do not want you to be surprised by ‘*how*’ we ask you. In Part 1- you can expect questions to look like this:

### Multiple Choice Questions:

One way we will ask you questions is through multiple-choice. You choose the correct answer from several options.

- Circle your answer clearly.
- If you change your mind, cross out your first answer and circle the new one clearly.

### Example multiple-choice question:

3. Which of the following is an example of predicting a natural hazard rather than protecting against it? (1 mark)
- a. Building earthquake-resistant buildings
  - b. Evacuating people from coastal areas
  - c. Using historical data to identify areas at risk of flooding
  - d. Constructing sea walls along the coast

### Short-Answer Questions:

Some questions won’t have choices but will have a space for you to write your answer in. You will need to write a word, phrase or short sentence depending on the question.

- Use key geographical terms.
- Be precise.

### Example short-answer question:

4. State one way that climate change may affect the intensity of extreme weather events. (1 mark)

---

## Section B – Application and Extended Writing

This section will consist of 2 questions worth 6 marks each based on the topic being tested. You should approach these as you have approached 6-mark questions at GCSE before.

**Important** – for these questions you should:

- Write in full sentences.
- Explain processes clearly.
- Link your ideas together logically.

In Part 2 you can expect questions to look like this.

Example of 6-mark question:

4. Explain how monitoring natural hazards can help to reduce risk to people. (6 mark)

---

---

---

### IMPORTANT: Use of Resources:

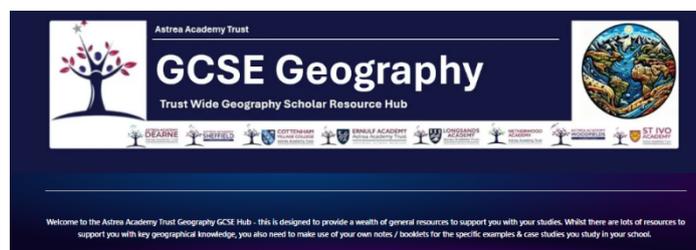
Your exam will contain the usual resources you would expect to use in geography for examples, graphs, maps and photographs. **Remember** they will be there for a reason, so you need to pay careful attention to them.

### Top Tips!

- **Start at the top of each page** – always read from the beginning so you don't miss any instructions or questions.
- **Use the marks on the right-hand side** – they show exactly *where and how much* you need to write (in case there is an instruction to complete a graph or diagram – don't miss those questions!).
- **Check how many marks each question has** – more marks mean you need to develop your answer fully.
- **Use a sharp pencil for graphs and maps** – be neat, accurate and label carefully.
- **Review your answers at the end** – check you haven't skipped a question by accident.

## SUPPORTING RESOURCES: The Geography Scholar Hub

Remember the KS4 Scholar Hub is available for you to use in preparation for your exams. You will need to simply sign in with your usual Astrea Log in.



At Astrea Academy Trust, all of your studying GCSE Geography are following the AQA GCSE specification.

There are 3 papers which make up the GCSE:

- Paper 1 - Living with the Physical Environment (35%) (1 hour 30 exam)
- Paper 2 - Challenges in the Human Environment (35%) (1 hour 30 exam)
- Paper 3 - Geographical Applications (30%) (1 hour 30 exam).

The full specification can be accessed [here](#):  
Please select from the links below to access revision resources to support you with the three papers - these should be used alongside your own notes (particularly for case studies / named examples).



1. Be Clear on What You Need to Learn - Use your Personal Learning Checklists (PLCs) to guide your revision.
2. Plan Your Revision and Stick to It! - Create a structured revision timetable and take responsibility for following it. Break topics into manageable chunks and set clear goals for each session.
3. Use the Revision Resources Available to You - These resources are designed to support your learning—use them effectively!
4. Take Advantage of Extra Support - Attend Period 6 sessions, holiday masterclasses etc. The more support you engage with, the more confident you will feel in the exam.
5. Be Proactive - Practice Past Papers - Practice makes perfect! Complete past papers under timed conditions, review mark schemes and seek feedback to improve your exam technique.
6. Test Yourself Regularly Active recall is one of the most effective ways to revise. Use flashcards, concept and self-testing techniques to reinforce your learning and check your understanding.

## History

There is nothing in the History assessment that you haven't been taught, or that is not part of your Knowledge Organiser. You should use your knowledge organiser to help you revise.

### Key content to revise

Key content
<b>Paper 1</b> <ul style="list-style-type: none"><li>• KT 1: Medieval Medicine</li><li>• KT 2: Renaissance Medicine</li><li>• KT 3: Industrial Medicine</li><li>• KT 4: Modern Medicine</li><li>• Historical Environment Study: The Western Front</li></ul> <b>Paper 3</b> <ul style="list-style-type: none"><li>• KT 1: The Weimar Republic</li><li>• KT 2: Hitler's Rise to Power</li></ul>

### What might the questions look like?

Although we do not want to tell you *'what'* precisely we will ask you, we do not want you to be surprised by *'how'* we ask you. Using content that you have not studied, some example questions have been created below. These show you the style of questions on the paper. You can expect questions to look like this:

- A section of multiple-choice knowledge questions, for example:

Q1. Who is the current monarch in England?

- A. King Charles II
- B. Queen Elizabeth II
- C. King Charles III
- D. Queen Elizabeth I

Answer: \_\_\_\_\_

- A section of open answer knowledge questions, for example:

Q11. Who is the current Prime Minister of England?

Answer: \_\_\_\_\_

- A section where you will complete longer written answers of 12-mark questions, for example:

Explain why there were advances made in the prevention of disease in the Industrial Period.

You may use the following in your answer:

- The Public Health Act (1875)
- Vaccinations

### Top Tips!

- Read all questions carefully. Reading each question twice before answering it will help you to fully understand what you are being asked to do.

- If you get stuck, move on to the next question. Revisit the question if there is time at the end.
- Plan longer written answers. Write down what you know about a particular factor and then organise these ideas into the order you will mention them in your answer. This will help you create a coherent answer and ensure there isn't anything you miss.

You can also check out these revision resources via the QR codes below.

Medicine Through Time	Weimar and Nazi Germany	How to write a 12-mark answer
		

## French

There is nothing in the French assessment that you haven't been taught, or that is not part of your Knowledge Organiser. You should use your knowledge organiser to help you revise.

### Key content to revise

Key content
<ul style="list-style-type: none"><li>• School subjects</li><li>• School rules</li><li>• Future study plans</li><li>• The importance of studying languages</li><li>• The imperfect, perfect and future/conditional tenses</li></ul>

### What might the questions look like?

Although we do not want to tell you 'what' precisely we will ask you, we do not want you to be surprised by 'how' we ask you. Using content that you have not studied, some example questions have been created below. These show you the style of questions on the paper. You can expect questions to look like this:

- A section of multiple-choice knowledge questions, for example:

Q1. Which of the below means "to sort the rubbish?"

- a. Sortir les déchets
- b. Prendre les déchets
- c. Trier les déchets

Answer: \_\_\_\_\_

- A section of open answer conjugation questions, for example:

Q11. Present tense – manger- je

Answer: \_\_\_\_\_

- A section where you will complete one crossover, exam style **15-mark** question, that will look like this:

You are emailing your Belgian friend about healthy living.

Write approximately **90** words in **French**.

You must write something about each bullet point. Describe:

- What you like to eat or drink
- The exercise you have done recently
- How you will keep healthy in the future.

**[15 marks]**

### Top Tips!

- Read all questions carefully. Reading each question twice before answering it will help you to fully understand what you are being asked to do.
- If you get stuck, move on to the next question. Revisit the question if there is time at the end.

- Plan longer written answers. Write down what you know about a particular factor and then organise these ideas into the order you will mention them in your answer. This will help you create a coherent answer and ensure there isn't anything you miss. You could use this mnemonic to help you organise the elements of an excellent essay:

C – Connectives

O – Opinions

R – Reasons

N – Negatives

E – Extras (uncommon language and complex structures)

T – Tenses (a range of at least three: present, one past tense and a future tense)

You can also check out these revision videos via the QR codes below, looking specifically at tenses.



Imperfect tense



Perfect tense



Conditional



Simple future

## Religious Studies

There is nothing in the RS assessment that you haven't been taught, or that is not part of your Knowledge Organiser. You should use your Knowledge Organiser to help you revise.

### Key content to revise

Key content	
<b>Christian Beliefs</b> <ul style="list-style-type: none"><li>• The Nature of God</li><li>• The Problem of Evil</li><li>• The Trinity</li><li>• Creation</li><li>• Life After Death</li><li>• The Incarnation, Crucifixion, Resurrection and Ascension of Jesus</li><li>• Sin and Salvation</li></ul>	<b>Christian Practices</b> <ul style="list-style-type: none"><li>• Worship</li><li>• Prayer</li><li>• Baptism</li><li>• Holy Communion</li><li>• Pilgrimage</li><li>• Christmas</li><li>• Easter</li><li>• Church community, church growth, mission and evangelism</li></ul>

### What might the questions look like?

Although we do not want to tell you 'what' precisely we will ask you, we do not want you to be surprised by 'how' we ask you. Using content that you have not studied, some example questions have been created below. These show you the style of questions on the paper. You can expect questions to look like this:

- A section of multiple-choice knowledge questions, for example:

Q1. What does omnipotent mean?

- A. All-knowing
- B. All-powerful
- C. All-loving
- D. All-present

Answer: \_\_\_\_\_

- A section of open answer knowledge questions, for example:

Q11. What are the three parts of The Trinity?

Answer: \_\_\_\_\_

- A section where you will complete longer written exam style questions for example:
  - A **4 mark** question where you will have to use the structure **Point/Explain/Point/Explain** e.g. *Explain **two** ways belief in heaven might influence Christians today.*
  - A **6 mark** question where you will have to use the structure **Point/Explain/Evidence/Link/Point/Explain** e.g. *Explain **two** reasons why Easter is an important celebration for Christians in Great Britain today. Refer to sacred writings or another source of authority of Christian belief and teaching in your answer.*

- A **12 mark** question where you will need to produce logical arguments for and against a statement. You will need to clearly explain your arguments and include evidence to support and ensure you write a reasoned conclusion e.g. *“The Lord’s Prayer is the most important prayer.” Evaluate this statement.*

### Top Tips!

- Read all questions carefully. Reading each question twice before answering it will help you to fully understand what you are being asked to do.
- If you get stuck, move on to the next question. Revisit the question if there is time at the end.
- Plan your 12 mark answer quickly first so that you know what you will write before you start writing.

You can also check out these revision resources via the QR codes below. These websites can be useful for helping you to recall knowledge but you will need to do more than just read/listen to online resources to ensure you remember the knowledge quickly and accurately e.g. self-quizzing.



Save My Exams



The RE Podcast – find the  
topics you need



BBC Bitesize