Castle View Academy

Mock Exams

Assessment Advice for Year 10

Parents and Students

Castle View Academy 2025

Contents Page

Introduction

Getting ready for **assessments** is an important thing to do. There is nothing worse than arriving unprepared as this will only make you more anxious.

These **tips** are designed to help you get ready for assessments with minimum stress and maximum success. It is essential to remember – everyone can experience success in assessments, especially if they are well prepared and determined to do their very best.

If you have any questions about how to best prepare for your assessments, please contact your subject teacher or Head of Year.

- Head of Year 10 – Mr M Aston (Michael.Aston@castleviewacademy.org.uk)
- Head of English – Mrs R Tribe (Rebecca.young@castleviewacademy.org.uk)
- Head of Maths – Mr A Lee (Adam.Lee@castleviewacademy.org.uk)
- Head of Science – Ms D Hale (David.Hale@castleviewacademy.org.uk)
- Head of History – Mr D Bull-Mittens (daniel.bull@castleviewacademy.org.uk)
- Head of Ethics – Miss C Houghton (Charlotte.Houghton@castleviewacademy.org.uk)
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- Teacher of Spanish – Mr Ismael Vendrell (Ismael.Vendrell@castleviewacademy.org.uk)
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Revision Tips

1. **100% Attendance**: Give yourself the very best chance of success by avoiding taking unnecessary time off school and making sure you are at your very best during school time. Keep as up to date in your classwork as you can and make sure you complete every homework to the very best of your ability.
2. **Be equipped and work smart**: Make sure you have a place set aside at home for study, a desk preferably and good seating and lighting. It is best to keep a list of the homework you must do and the revision you would like to do **from now on**. It is never too early to revise. Go back over work you did not understand in class. Use your new maths text books to help you and for all other subjects use your revision guides.
3. Make sure your **homework** gets your very best attention: Homework is essential to help you consolidate the learning you have done in lessons and is also designed to fill learning gaps. **"Flipped learning"** is sometimes used where you will find you are learning new information and skills. You should always aim to produce your very best work as your homework, take care and pride over the presentation and once you have the feedback from your teacher, make sure you

read the advice, respond to marking and feedback in your class books and act on the advice given.

Some specific tips to help you:

- Make sure you train yourself now to **eat well, sleep well, rest and do some exercise**. You must make sure your body is well prepared for the exams. This means getting used to eating breakfast now if you do not already. Sleep properly without distractions – turn off your music, put your phone away, do not have your TV on in your bedroom. Take some exercise if it is only a walk to get fresh air and exercise, but you must keep healthy. And most importantly **do not** use energy drinks and excessive amounts of caffeine to help you study; they are not good for you and will do you more harm than good.

- Give up some of the things that are getting in the way of you doing really well. Postpone watching soaps and playing on your game stations until all your homework is done to the best of your ability and you have done some revision as well.

Some more tips to help you:

- Use **diagrams** and **flow charts** to help you.
- Use lots of colour when revising, **highlighters** and different colour pens.
- Do not revise with the TV on
- Take **regular breaks** – revision is like dieting, little and often works best.
- Reward yourself every 20-30 minutes with a **snack** and a **drink.**
- Ask your teachers about which **websites** and **Apps** are helpful but use these sparingly. It's best to revise using **books**, pens and papers.
- To help remember lists, use a **mnemonic** to help you e.g. PEE point evidence explanation.
- If you find it easier, try listening to **podcasts** or recording your notes on your phone and listen back to them.
- Above all, **START now**, and keep at it. Talk to your teachers, do lots of question practice, try lots of methods to see which suits you best and give it your very best shot.

English Language

Contact: Rebecca.Tribe@castleviewacademy.org.uk

The examinations:

Paper 1 English Language

1 hour 45 minutes

Section A requires students to read a fiction extract and answer 4 questions based on responding to the extract.
You should spend one hour on this section.
Question 1: Write down four things you learn about... (4 marks)
Question 2: How does the writer use language to...? (8 marks)
Question 3: How does the writer structure this text to interest the reader? (8 marks)
Question 4: Read the given statement about the given text. To what extent do you agree? (20 marks)

Section B requires students to write a piece of fiction writing. They will either write a story or a descriptive piece. There will be prompts given to inspire them. (40 marks)
You should spend 45 minutes on this section.

Skills being assessed:

Reading:

- Understanding fiction texts
- Selecting appropriate evidence
- Analysing language
- Analysing structure

Evaluating a statement

Writing:

- Using linguistic techniques
- Using structural techniques
- Grammatical rules

Ambitious vocabulary

Resources to help students revise and prepare:

Class exercise books
Past papers available from your teacher

Top tips for these exams:

- Spend roughly one minute per mark available writing your answers to the questions. i.e. 20 question = roughly 20 minutes.
- Don't spend too long on question 2 and 3.
- Know the structures for the questions you have been taught – check back through your class books.
- Remember the steps for language analysis for Q2: meaning – associations – purpose in context
- Check, double check and triple check your SPAG in your Q5 response – it is worth a huge 16 marks.

English Literature

Contact: Rebecca.Tribe@castleviewacademy.org.uk

The examinations:

Paper 1 English Literature

1 hour 45 minutes

Macbeth (30 marks)

There will be a focus in the question that students need to concentrate their answer on. The focus is usually a key character or theme. Students must maintain focus on the topic of the question throughout their essay. You must also make reference to the extract provided. There is no choice of questions.

A Christmas Carol (30 marks)

There will be a focus in the question that students need to concentrate their answer on. The focus is usually a key character or theme. Students must maintain focus on the topic of the question throughout their essay. You must also make reference to the extract provided. There is no choice of questions.

Resources to help students revise and prepare:

Class books
Revision packs
Revise what the author tells us about each of these themes at the beginning, middle and end of the texts: redemption, selfishness, family, poverty (ACC) loyalty, the supernatural, fears, guilt (Macbeth)

Top tips for these exams:

Re-read the texts

Don't spend ages writing a thesis statement – a short statement that outlines your argument is effective.
If you can't remember exact quotes, then just analyse the words from the quotes that you can remember.
Spend equal amounts of time on both questions.
Proof-read your answers as there are 4 marks awarded for SPAG.

Mathematics

Contact: Adam.Lee@castleviewacademy.org.uk

The examinations:

Students will complete 2 UL written ROA papers. Each paper is equally weighted and your final score out of 160 will determine your final grade.

Paper 1 is worth 80 marks and is non calculator.

Paper 2 is worth 80 marks and is calculator.

Work will be based on everything that has been covered in years 9 and 10 so far.

The exams will be be separated into higher and foundation papers with set 1 doing higher and sets 2-4 doing foundation.

Topics which will be covered in the exams:

Foundation

- Number (25%)
- Algebra (20%)
- Geometry and Measure (15%)
- Ratio and Proportion (25%)
- Data Handling and Probability (15%)

Higher

- Number (15%)
- Algebra (30%)
- Geometry and Measure (20%)
- Ratio and Proportion (20%)
- Data Handling and Probability (15%)

Resources to help students revise and prepare:

Revision will begin in class from the w/b 10th January, but you can begin revising now using www.mathswatch.com or by accessing past papers and online paper walkthroughs on YouTube. Please see the links below for this.

GCSE Maths Revision | Past Papers | Worksheets | Online Tests (mathsmadeeasy.co.uk)
aqa maths past papers maths made easy - YouTube

Top tips for these exams:

Revision based on topics that are likely to appear in your mocks will be set by your class teacher via Mathswatch. However, if you wish to complete additional revision, and I strongly suggest you do, then please speak to your teacher about getting additional practice papers and exam question revision.

When in the exam hall, it is very important that you show all of your workings out, especially on the calculator papers, and that you take your time and work slowly through the paper. Make sure that you answer every question.

Combined Foundation Science

Contact: David.Hale@castleviewacademy.org.uk

Students will sit three papers: **Each paper is 1 hr 15 mins**

Biology:

- To identify a plant, animal and bacterial cells from diagrams.
- To know the functions of cell organelles.
- To know what urea, cellulose, starch and glycogen are.
- To describe how muscle cells are adapted to their function.
- Give an example of an antibiotic and state what microorganisms antibiotics work on.
- State the symptoms of Gonorrhoea.
- Be able to interpret results from culture (bacterial) growth in petri dishes -the effect of antibiotics.
- Suggest how we can reduce the spread of infections.
- Understand fermentation as an anaerobic rection.
- Explain why fermentation is used to make bread and alcoholic drinks.
- Explain the effect of temperature on enzymes.
- To know the plant transport systems (osmosis, active transport, translocation, transpiration and diffusion).
- To name the different type of cells found in a leaf.
- Know the required practical for measuring photosynthesis.
- To describe the food test

Chemistry

- To know the pH scale, acids/alkalis and bases
- To be able to name salts
- To write Ionic Formulae
- To know what 'in excess' means
- To identify Filtration and Crystallisation
- Energy changes (exothermic/endothermic) required practical
- To calculate mass of solute in solutions
- To describe and explain the Alpha particle scattering experiment (Gold foil)
- To know the name of the groups in the periodic table
- To answer conservation of mass calculations
- To calculate Relative atomic / formula mass calculations
- To state Properties of metals
- To describe and explain the Properties of ionic substances
- Explain why do solid ionic substances not conduct electricity but molten substances do?
- Describe Ionic bonding
- To know Group 1 metals atomic structure and state their reactions as well as explain their reactivity
- To understand the electrolysis of Aluminium

Physics

- To identify Circuit components form diagrams
- To calculate Electrical Power
- To calculate Resistance and describe the relationship between temperature and resistance
- To identify the different circuit components form Current/ Potential difference graphs
- To calculate Gravitational Potential Energy
- To know what Friction is and its relationship with moving objects.
- To calculate Elastic Potential energy c and spring constant.
- To calculate Efficiency and to be able describe efficiency.
- To represent Nuclear decay series (alpha beta and gamma nuclear radiation) as equations.
- To know what an alpha, beta, and gamma particles are and how their structure effects their properties.
- To calculate Specific latent heat
- To calculate Density
- To know what the National Grid is and what the role of transformers are.
- To describe the method for the Specific heat capacity required practical
- Energy, power and time calculations

Resources to help students revise and prepare:

Class Exercise Books – These should contain all the notes you need to begin your revision. Speak to your Y11 teacher to get these back.

Oak National lessons - Curriculum - Curriculum (continuityoak.org.uk)

Click explore lessons, then KS4 Science combine FT. Then click into the subject and the topics below.

Biology	Chemistry	Physics
Cell Biology	Atomic structure	Particle model
Organisation	Bonding	Energy
Infection and response	Quantitively chemistry	Electricity
Bioenergetics	Chemical Changes	Atomic structure
	Energy Changes	

Top tips for these exams:

1. The number of marks for each question is a good indicator of how many points you need to make and how many minutes to spend on the question. 2 marks = 2 points = 2 minutes.
2. There will be lots of opportunities to demonstrate your graph skills – remember to plot points accurately and draw a single, smooth line of best fit.
3. When writing about practical activities, use the IDCAMR format.
4. Make sure you understand the command words:
    a. Describe - recall some facts, events or process in an accurate way.
    b. Explain - make something clear or state the reasons for something happening.
    c. Evaluate - use the information supplied, as well as your own knowledge to outline advantages and disadvantages.
    d. Give - Only a short answer is required, not an explanation or a description.

Combined Higher Science

Contact: David.Hale@castleviewacademy.org.uk

Students will sit three papers: **Each paper is 1 hr 15 mins**

Biology:

- To identify which organisms cause Gonorrhoea, Malaria and Measles , black rose spot and tobacco mosaic disease. To be able describe and explain the symptoms.
- Suggest how we can reduce the spread of malaria.
- Be able to calculate magnification, image size and actual size.
- Know the required practical for measuring photosynthesis.
- To identify the photosynthesis equation.
- To describe the food test
- Understand fermentation as an anaerobic and exothermic reaction.
- To describe and explain the relationship between temperature and growth of microorganisms.
- To know the structure of the human heart and order of the movement of blood around it.
- To be able to evaluate the use of statins and stents to reduce heart attacks.
- Describe and explain the relationship between heart disease and breathing rate.
- Know what stem cells are, how we use them, advantages and disadvantages of their use.
- To know the plant transport systems (osmosis, active transport, translocation, transpiration and diffusion).

Chemistry

- To know the pH scale, acids/alkalis and bases
- To be able to name salts and explain how salts can be made.
- To understand what happened to Hydrogen ions as pH increases/decreases.
- To write Ionic Formulae
- To know what 'in excess' means
- To describe Filtration and Crystallisation
- To calculate mass of solute in solutions using the mole equation.
- To describe and explain the Alpha particle scattering experiment (Gold foil)
- To complete reacting mass calculations using moles and formula masses.
- Describe Ionic bonding
- To know Group 1 metals atomic structure and state their reactions as well as explain their reactivity
- To understand the electrolysis of Aluminium and what happens in terms of reductions and oxidation at each electrode.
- To explain why the positive electrodes constantly need to be replaced.
- To state which particles, allow different substances to conduct electricity. To describe the structure of diamond (covalent bonding) and link its properties to its structure.
- To understand the process of thermal decomposition
- To use the IDCAMR technique to write a method.

Physics

- To know what the National Grid is and what the role of transformers are.
- To describe the method for the Specific heat capacity required practical
- Energy, power and time calculations
- To state the energy stores
- To describe the changes in stores of energy of nay given context
- To calculate the extension of a spring using the appropriate formula.
- To understand what work done is an energy.
- To be able to calculate uncertainty.
- To describe and explain the link between temperature, changes of state and pressure.
- To describe and explain the link between state of matter and density using the particle model.
- To calculate current, power, resistance and potential difference form series and parallel circuits.
- To represent Nuclear decay series (alpha beta and gamma nuclear radiation) as equations.
- To know what an alpha, beta, and gamma particles are and how their structure effects their properties.
- To be able to use a graph to calculate half lives and link half lives to stability of atoms.

Resources to help students revise and prepare:

Class Exercise Books – These should contain all the notes you need to begin your revision. Speak to your Y11 teacher to get these back.

Oak National lessons - Curriculum - Curriculum (continuityoak.org.uk)

Click explore lessons, then KS4 Science combine HT. Then click into the subject and the topics below.

Biology	Chemistry	Physics
Cell Biology	Atomic structure	Particle model
Organisation	Bonding	Energy
Infection and response	Quantitively chemistry	Electricity
Bioenergetics	Chemical Changes	Atomic structure
	Energy Changes	

Top tips for these exams:

5. The number of marks for each question is a good indicator of how many points you need to make and how many minutes to spend on the question. 2 marks = 2 points = 2 minutes.
6. There will be lots of opportunities to demonstrate your graph skills – remember to plot points accurately and draw a single, smooth line of best fit.
7. When writing about practical activities, use the IDCAMR format.
8. Make sure you understand the command words:
    a. Describe - recall some facts, events or process in an accurate way.
    b. Explain - make something clear or state the reasons for something happening.
    c. Evaluate - use the information supplied, as well as your own knowledge to outline advantages and disadvantages.
    d. Give - Only a short answer is required, not an explanation or a description.

Triple Science

Contact: David.Hale@castleviewacademy.org.uk

Students will sit three papers: **Each paper is 1 hr 45 mins**

Biology:

- Describe how to prepare Microscope slides
- TO label Microscopes and describe the function of each part.
- To compare a given Animal cell with a given plant cells
- Cell specialisation
- To explain and compare the action of osmosis in plant and animal cells
- To describe Aseptic technique
- Antibiotics
- Be able to interpret results from culture (bacterial) growth in petri dishes -the effect of antibiotics.
- To be able to calculate the area of a circle
- To know how to calculate BMI
- To know conditions that can be caused by high saturated fatty diets.
- To identify equation for Aerobic respiration and state the uses of energy released in respiration
- Compare Aerobic and Anaerobic respiration
- Know the Organs of the digestion system and their roles in digestion
- To understand the role of Enzymes in digestion and state the products of digestion – Describe the Lock and Key theory
- To explain the relationship between temperature and enzyme activity.
- To Label the cells in a cross section of a leaf
- Compare the Structure and function of xylem and phloem tissue
- To know the plant transport systems (osmosis, active transport, translocation, transpiration and diffusion).

Chemistry

- TO identify and describe the different types of Bonding (simple molecular, giant covalent, ionic and metallic)
- To describe the difference between intermolecular forces and intramolecular forces.
- To state the properties of transition metals.
- TO describe Displacement Reactions and link displacement to reactivity of metals
- Writing methods using the IDCAMR method
- To calculating relative atomic masses of isotopes.
- To describe the Conservation of mass
- To calculate Atom Economy of different reactions
- Understand the Electrolysis of solutions and predict what will be formed at the different electrodes.
- Describe what happens (electrons) to ions to make them in to atoms at the negative electrode
- Know how the atomic model developed (history of)
- Compare the nuclear model with the plum pudding model.
- TO know the Development (history) of the periodic table
- To calculate reacting mass calculations using the mole equation. Identify limiting reagent from these calculations.
- To state what a Redox reaction is
- To be able to draw and label Energy reaction profile diagrams (endothermic and exothermic)
- Volume of gas calculations
- Halogens – Patterns in reactivity and properties
- Concentration calculation and titrations

Physics

- Calculate Power and work done
- State why wind power is not reliable
- Explain how oiling moving parts increases efficiency.
- Calculating efficiency and reducing friction
- Identify Renewable and non-renewable energy resources.
- Understand Density (particle model) and describe how we can determine density of shapes with irregular volumes.
- Calculate Electrical power
- Calculate Specific heat capacity and specific latent heat of vaporisation.
- Understand the term resolution.
- Explain why objects become positively charged when rubbed (Static electricity)
- Explain what causes sparks (static electricity)
- Identify the different Types of errors
- Understand the National grid and the role of transformers
- Calculate charge
- To represent Nuclear decay series (alpha beta and gamma nuclear radiation) as equations.
- To know what an alpha, beta, and gamma particles are and how their structure effects their properties.
- Explain the difference between Irradiation vs contamination.
- Understand that work down is an energy. Using work done calculations to calculate power.
- To use the spring constant equation to calculate energy. Use this energy value in the

• Cancer (To know the difference between Malignant and benign tumours) • To identify the Components of the blood and describe their function		kinetic energy equation to calculate speed.

Resources to help students revise and prepare:

Class Exercise Books – These should contain all the notes you need to begin your revision. Speak to your Y11 teacher to get these back.

Oak National lessons - Curriculum - Curriculum (continuityoak.org.uk)

Click explore lessons, then KS4 Science Triple Science. Then click into the subject and the topics below.

Biology	Chemistry	Physics
Cell Biology	Atomic structure	Particle model
Organisation	Bonding	Energy
Infection and response	Quantitively chemistry	Electricity
Bioenergetics	Chemical Changes	Atomic structure
	Energy Changes	

Top tips for these exams:

1. The number of marks for each question is a good indicator of how many points you need to make and how many minutes to spend on the question. 2 marks = 2 points = 2 minutes.
2. There will be lots of opportunities to demonstrate your graph skills – remember to plot points accurately and draw a single, smooth line of best fit.
3. When writing about practical activities, use the IDCAMR format.
4. Make sure you understand the command words:
    a. Describe - recall some facts, events or process in an accurate way.
    b. Explain - make something clear or state the reasons for something happening.
    c. Evaluate - use the information supplied, as well as your own knowledge to outline advantages and disadvantages.
    d. Give - Only a short answer is required, not an explanation or a description.

Geography

Contact harry.randall@castleviewacademy.org.uk

The examinations:

1 hour 30 minutes.
The Living World, Coasts, Rivers and Urban Issues and Challenges.

Topics which will be covered in the exam:

The Living World

- Food chains / food webs.
- Small scale UK ecosystem – Slapton Ley.
- Location of tropical rainforests
- Adaptations in tropical rainforest
- Tropical rainforest – causes of deforestation, effects of deforestation, management of deforestation.
- Hot Desert – adaptations, opportunities and challenges for development, desertification.

Coasts

- Erosional processes
- Landforms of erosion and deposition.
- Coastal management

Rivers

- Erosional processes
- Landforms of erosion and depostion
- Causes of flooding
- Flood management
- Cockermouth flood 2009

Urban Issues and Challenges:

- Growth of megacities
- Opportunities and challenges in Lagos
- Opportunities and challenges in a UK city – Portsmouth
- Urban sustainability

Maths skills
Percentage
Mean

Resources to help students revise and prepare:

Exercise books
Knowledge organisers
Oak National
CGP revision guides
CVA and Mayfield geography podcasts

Top tips for these exams:

1. Know the command words.
   Describe – say what you see - TEA
   Explain / suggest – Give reasons
   KUU
2. A conclusion is needed for the command words discuss, evaluate, assess, to what extent and discuss.
3. Watch your timings. It's a minute a mark.
4. Write something for EVERY question!
5. Use the figures to help you.
6. Don't forget AKUU for evaluate, to what extent and discuss questions.

History

Contact: daniel.bull@castleviewacademy.org.uk

The examinations:

Paper 1: Medicine in Britain 1250-Present and the British Sector on the Western Front.
Paper 2: Anglo-Saxon and Norman England 1060-1088.

Topics which will be covered in the exams:

Western Front:

- **Chain of evacuation**
- **New medical techniques on the Western Front**

Medicine in Britain 1250-Present:

- **Prevention of illness in the medieval period**
- **Access to medical care and treatment in the modern period**
- **Thomas Sydenham**
- **Hippocrates**
- **Public attitude towards medicine 1700-1900**
- **Renaissance medical breakthroughs**
- **Enlightenment medical breakthroughs**

Anglo-Saxons & Norman England

- **Succession Crisis**
- **Battle of Fulford**
- **Battle of Stamford Bridge**
- **Battle of Hastings**
- **Consolidation**
- **Feudal System**
- **Castles**
- **Rebellions**
- **Harrying of rhe North**
- **Law & Order**
- **Bishop Odo**
- **William II's succession**

You must revise EVERYTHING related to the above topics from the Medicine and Western Front and Anglo-Saxon and Norman units. The revision notes and resources which you create now will be of huge benefit for the final exams at the end of Year 11. Lessons that teachers have taught to you are available on Teams. You have also been given a '*how to answer...'* book and a content revision booklet.

Resources to help students revise and prepare:

Revision Guides - "My Revision Notes: Pearson Edexcel GCSE (9–1) History: Four units in one" https://www.amazon.co.uk/My-Revision-Notes-Pearson-Edexcel/dp/1510469443/ref=sr_1_37?crid=PDZZMDHM7RX8&dchild=1&keywords=edexcel+revision+guide+history+gcse&qid=1632680752&sprefix=edexcel+revision+guides+histo%2Caps%2C158&sr=8-37

Your exercise books - these are the best sources of knowledge and understanding – your teachers have taught you everything you need to know, and the work in your books contains practice questions.

Content revision booklets - Ask your teacher if you have not got one.

'How to answer Paper 1' questions booklet - Ask your teacher if you have not got one.

BBC Bitesize and BBC revision clips on YouTube

ALL History lessons are available on Teams.

SENECA

Exam practice booklet - Ask your teacher if you have not got one.

Top tips for these exams:

- Remember to attempt the questions which are worth more marks first (12 & 16 marks).
- Look carefully at the marks available for each question. General advice is to spend 1.5 minutes per mark, so you should spend 6 minutes on a 4-mark question.
- For 12- and 16-mark questions you MUST plan your responses.
- You only need a conclusion on 16-mark questions.
- Check your SPaG on your 16 mark question.
- Watch your timings!

Ethics

Contact:
charotte.houghton@castleviewacademy.org.uk

Examination Board & Timing:

AQA Religious Studies Specification A- Paper 2 Thematic Studies
The exam will last 1hr 45 minutes.

Theme A: Relationships & Families
Sex
Contraception
Relationships
Types of marriage
Cohabitation
Religious attitudes to sex
Symbolism within marriage
Families & Parenting
Divorce
Religious views on divorce
Gender & Equality
Religious attitudes to gender

Theme B: Religion & Life
Origins of the universe
Evolution
Genesis
The value of the world
Animal rights
Animal Experimentation
The Use of animals for food

Theme E: Religion, Crime & Punishment
Laws
Crime
Good & evil
The aims of punishment
Religious attitudes to crime & punishment
Suffering & forgiveness
Punishments
Corporal Punishment
Capital punishment- the death penalty
Religious beliefs about capital punishment

Theme F: Religion, Human Rights & Social Justice
Social justice
Human rights: what are they?
Freedom of religious expression
Prejudice
Racism
Religious attitudes to racism
Wealth
Religious attitudes to wealth
Poverty
Responsibility to the poor
Religious attitudes to helping the poor

Revision

- Make use of the revision packs Miss Houghton has given you- it has everything you need!
- BBC bitesize – AQA Themes
- Use your exercise books / folders with all your revision materials in.

Top Tips

- Answer all questions; 1, 1, 4, 6 & 12-mark questions.
- Use **ADADC** for the 12-mark question.
- Give evaluation for the 12-mark question e.g. 'This is a strong/weak argument because...'
- Give a source of religious wisdom for the 6- & 12-mark questions e.g. 'In the **Bible,** it teaches us to value human life 'Thou shalt not kill' (Exodus 20) meaning that...In the Qur'an it teaches that ...
- Spend 25 minutes on each section (one mark a minute).
- Write something for **ALL** questions!
- Proof-read your answers if you have time left over.

Spanish

Contact: Ismael.Vendrell@castleviewacademy.org.uk

The examination

Students will sit 4 examinations. Listening, Speaking, Reading and Writing

Paper 1 Listening 25%	Time	Questions
Foundation	40 minutes and 5 minutes' reading time	• **Section A** contains questions set in English. The instructions to students are in English and students must only respond in English. • **Section B** is a dictation task. Students must write down the words or sentences they hear.

Paper 2 Speaking 25%	Time (Most students have already sat this exam)	Questions
Foundation	7–9 minutes + 15 minutes preparation time	**Task 1** – Read aloud **Task 2** – Role play **Task 3** – Choice of photo to describe (people, activity, location) followed by a broader conversation on the theme of the photo. e.g. my personal world, lifestyle and wellbeing etc…
Paper 3 Reading 25%	Time	Questions
Foundation	45 minutes	Students are assessed on their understanding of written Spanish across a range of different types of texts, including advertisements, emails, letters and articles. **Section A** is set in English. The instructions to students are in English and students must only respond in English. **Section B** is a translation task into English. Students must translate 5 sentences into English on the given topic.

Paper 4 Writing 25%	Time	Questions
Foundation	75 minutes	**Task 1** – Write four sentences to describe the photo. **Task 2** – A 40 – 50 word response in Spanish to 3 bullet points. Students choose between task a or b and must include an opinion and future tense. **Task 3** – An 80 – 90 word response in Spanish to 4 bullet points. Students choose between task a or b and must include opinions and both the future and past tense. **Task 4** – A translation task into Spanish. Students must translate 5 sentences into Spanish on the given topic.

Topics which will be covered in the exams:

Theme: Media and technology	• Discussing different uses and advantages and disadvantages of technology • Discussing use of social media in everyday life and its advantages and disadvantages • Understanding and giving preferences around music tastes and TV and film.
Theme: My personal world	• Describing yourself, family members and friends. • Describing your relationships with those around you. • Talking about who inspires you and your role models. • Describing ideal partners and relationship plans for the future. • Discussing celebrations such as birthdays.
Theme: Lifestyle and wellbeing	• Describing how you like to spend your free time. • Talking about what you do to stay healthy and different eating habits. • Discussing food and eating habits in different Spanish speaking countries. • Talking about health problems and what to do to feel better. • Describing your daily routine.

Theme: Studying and my future	• Discussing your life at school; subjects, teachers rules, uniform, how you get to school. • Talking about problems at school. • Describing your school and what your ideal school would be like. • Expressing what you would like to do when you leave school. • Discussing the pros and cons of going to university.

Resources to help students revise and prepare:

- Your exercise book! You will find great examples of GCSE style questions plus all the vocab and structures you need.
- GCSE Spanish - Edexcel (for exams from 2026) - BBC Bitesize
- www.languagenut.com use your login to access languagenut which has all the GCSE vocabulary along with many exam questions in all 4 skills.

Top tips:

Listening:

- Use the 5 minutes provided to read all the questions. Make annotations about the question so you know what to expect. Predict before listening.
- Remember you will be listening **three times** to each extract, so use each time to see how much information you can get. Write your answer during the third listen.
- Don't leave any blanks! If you're stuck even after 3 listens, then read the question to fill the answer with the most suitable answer or option.
- Pay extra attention to connectives like *sin embargo, pero* or *no obstante.* As well as preferences. Remember some questions are about contrasting ideas or preferences. Don't rush your answer with the first Spanish word you recognise. Wait for the end of each listening.

Speaking:

- Memorise the answers you have prepared for the broader conversation that are in your conversation booklet.
- Practice reading your answers out loud – this will also help with task 1 – the read aloud task.
- Revise your question words so you understand the unprepared questions in tasks 1 and 2.

Reading:

- Identify the subject. Is it me, my friend, my parents or someone else?
- Some questions require your inferring skills. Don't look for literal answers. Example: they may be saying something about sports, and you can't find the word *deporte (sports),* but maybe the text includes *fútbol, baloncesto, tenis, etc.*

Writing:

- Practice writing answers using the writing frames provided in lessons – QUACNOT will help you.
- Identify what each bullet point is asking you; an opinion? a tense? Make sure your paragraphs have one sentence to cover the bullet point, then extend your answer using QUACNOT.
- Do not over complicate the four sentences for task 1 – use '*hay*' to start each sentence and list only what you can see.
- Break the translation sentences down into chunks e.g. time phrases, verbs, noun and adjective.
- Learn a bank of verbs for each topic then make sure you know them in 3 tenses. E.G. to study = *estudiar* past = estudié, present = estudio, future = voy a estudiar

Food Preparation & Nutrition

Contact: elizabeth.nutland@castleviewacademy.org.uk

The examinations:

Students will be sitting

Component One: Principles of Food Preparation and Nutrition Written Paper - 50% of their final mark - 100 Marks
1 hour and 45 mins – Wednesday 25th November

Topics which will be covered in the exams:

Section A – Questions based on Stimulus Material
Section B – Structures, short and extended response questions to assess content related to food preparation and nutrition.

6 strands:

1. Food Commodities – Cereals, Bread, Fish & Sugars
2. Principles of Nutrition – Monosaccharides & Disaccharides, Vitamin C
3. Diet and Good Health – Positives of following a carbohydrate-based eating plan,
4. The Science of Food – Bread-making, Sauce making (blended & thickened) Coagulation of eggs
5. Where Food Comes From – Food Poverty, How has technology changed the way we shop and our eating habits?
6. Cooking and Food Preparation – Bread-making, Safe storage of Food, Shortcrust pastry

Resources to help students revise and prepare:

- Seneca – EDUQAS FOOD PREPARATION AND NUTRITION
- BBC Bitesize
- Revision guide – available on amazon on in WH Smiths: https://www.amazon.co.uk/Grade-GCSE-Food-Preparation-Nutrition/dp/1782946527/ref=pd_lpo_14_t_1/261-5545875-3466807?_encoding=UTF8&pd_rd_i=1782946527&pd_rd_r=5de2936e-38ef-4504-a265-5ad38b485b0d&pd_rd_w=uLV6x&pd_rd_wg=rU96r&pf_rd_p=7b8e3b03-1439-4489-abd4-4a138cf4eca6&pf_rd_r=8CP1WHBS6J5GP3JFAHY0&psc=1&refRID=8CP1WHBS6J5GP3JFAHY0
- Revision Work pack available on Amazon or in WH Smith: https://www.amazon.co.uk/Grade-GCSE-Food-Preparation-Nutrition/dp/1782946535/ref=pd_bxgy_img_2/261-5545875-3466807?_encoding=UTF8&pd_rd_i=1782946535&pd_rd_r=f57ab97c-1489-432f-94b2-2a6b3de3286e&pd_rd_w=TTFru&pd_rd_wg=IvOJV&pf_rd_p=dcf35746-0212-418b-a148-30395d107b2d&pf_rd_r=H09R400VRXMYFFV08Y1Z&psc=1&refRID=H09R400VRXMYFFV08Y1Z

Top tips for these exams:

- Attempt to answer every question
- Check how many marks the question is worth – this is an indication of how much you are expected to write

Design and Technology

Contact: Kirsty.Luke@castleviewacademy.org.uk

The examinations:

Component One: Edexcel Design and Technology: Timbers Written Paper - 50% of their final mark - 100 Marks
1 hour and 45 mins

Topics which will be covered in the exams:

- **Section A – Core (40 marks)**
  This section tests core technical principles that apply across all material areas. Topics include:
  - New and emerging technologies
  - Energy generation and storage
  - Developments in new materials
  - Systems approach to designing
  - Mechanical devices
  - Materials and their working properties

- **Section B – Timbers (60 marks)**
  Covers the design process, including:
  - Investigating needs and research
  - The work of others
  - Design strategies
  - Communication of design ideas
  - Prototype development and material selection
  - Tools and equipment
  - Health and safety

Hardwoods	Softwoods	Manufactured Boards
• From deciduous trees (lose leaves annually) • Typically slow-growing, denser, and more durable • Examples: Oak, beech, mahogany • Common uses: Furniture, flooring, high-end joinery	• From coniferous trees (evergreen) • Faster growing, less dense, more sustainable • Examples: Pine, spruce, cedar • Common uses: Construction, furniture, cladding	• Man-made from timber waste or thin layers bonded with adhesives • Designed to be stable, cost-effective, and available in large sheets • Examples: Plywood, MDF (Medium Density Fibreboard), chipboard • Common uses: Flat-pack furniture, shelving, cabinetry

Resources to help students revise and prepare:

- Seneca – Edexcel GCSE Design and Technology - Core and Timber sections
- BBC Bitesize
- Revision guide £5 – available on amazon, covers the whole core content: https://tinyurl.com/n4zhtvpt

Top tips for these exams:

- Answer every question
- Check how many marks the question is worth – Pint and explain for 2-mark questions.
- Double check your math's answers with a calculator.
- Q1 – Properties question

- Q5 – Design adaptation question
- There will always be a process question ‘use notes and sketches to show how to…’ for 4 marks
- There will always be a ‘explain how this product meets or fails to meet the criteria’ question for 6 marks
- The last part of Q8 is the long answer worth 9 marks. Give it a go, it is always an analysis question of a table of information... waffle!