



10<sup>th</sup> June 2021

**Year 10 End-of-Year Assessments: Monday 28<sup>th</sup> June to Friday 2<sup>nd</sup> July**

Dear parent/carer,

I hope this letter finds you and your families well.

During the week commencing Monday 28<sup>th</sup> June, all Year 10 students will sit a programme of end-of-year assessments in English, Maths, Science and the majority of their option subjects. These assessments form part of the usual assessment cycle for students in Year 10 and will inform the third round of monitoring. Teachers will also use these assessments to inform their planning in Year 11, which may involve changes to groups, discussions with students, and/or additional progress provision for next year.

Given the current Covid-19 restrictions, students will sit these assessments in their usual classroom environment for each subject and in their usual timetabled lessons, but under exam conditions. This will emulate some of the demands of a 'mock exam' scenario whilst not causing undue panic or stress for students. Teachers will enforce silence and will not be able to answer any questions from students during the assessment. Mobile phones and electronic devices will not be permitted (as per the school policy normally).

Teachers for all subjects have made or will be making students aware of how and on what content they will be assessed in the lead up to the assessments. To assist you in supporting your child's aspirations, I include overleaf a summary of the assessments for the Core, Ebacc and option subjects along with how students can best prepare for these. I would encourage students to begin a dialogue around their strengths and areas for development by speaking with their teachers over the next week.

Please note: some subjects will not set end-of-year assessments as students will have already completed some components in January 2021 as formal exams or will be entered as part of the teacher assessed grade process for August 2021. Students will be informed about these by their individual subject teachers.

If you have any questions on the information provided within this letter, please do not hesitate to contact me or Mr Dawson (Deputy Head of School – Progression).

Thank you for your continued support.

Yours sincerely

**Ben West**

Achievement Lead – Year 10

Most Able Lead

Teacher of English

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English Language (Lead Teacher: Mr Lane)	
Paper/s for the in-class assessments	English Language Paper 1 – Creative Reading and Writing
Topics for the in-class assessments	Questions 1-4 assessing reading skills and Question 5 assessing creative writing skills
What students can do to achieve (GCSE Pod links, work on teams, resources that they will have been provided with/will need)	<p>Students will go through the format and style of the exam in class. Students can look at and complete past papers on the AQA website: <a href="https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources?f.Resource+type%7C6=Assessment+materials">https://www.aqa.org.uk/subjects/english/gcse/english-language-8700/assessment-resources?f.Resource+type%7C6=Assessment+materials</a></p> <p>They can also access GCSE Pod for step-by-step answer commentaries: <a href="https://members.gcsepod.com/shared/podcasts/title/13449/80831">https://members.gcsepod.com/shared/podcasts/title/13449/80831</a></p>

English Literature (Lead Teacher: Mr Lane)	
Paper/s for the in-class assessments	Paper 1 Section A: Romeo and Juliet
Topics for the in-class assessments	Romeo and Juliet Acts 1-3 – theme question
What students can do to achieve (GCSE Pod links, work on teams, resources that they will have been provided with/will need)	<p>Students will make flashcards for key quotations in class and will be provided with a Knowledge Organiser for key content to revise. They should revise key context, key themes e.g. love, death, fate, consequence.</p> <p>Students can use GCSE Pod to recap the Acts and look in detail at the key themes so far: <a href="https://members.gcsepod.com/shared/podcasts/title/13399/80446">https://members.gcsepod.com/shared/podcasts/title/13399/80446</a></p>

Maths (Lead Teacher: Mrs Walker)	
Paper/s for the in-class assessments	All 3 papers – each one will last one lesson (28 <sup>th</sup> June, 29 <sup>th</sup> June and 30 <sup>th</sup> June)
Topics for the in-class assessments	A mixture of questions across all assessment objectives (AO1, 2 and 3)
What students can do to achieve (GCSE Pod links, work on teams, resources that they will have been provided with/will need)	The 3 weeks prior will be spent covering the topics on the assessments in class. Students can also go on Corbett Maths and GCSE Pod for further revision resources for GCSE Maths.

Science and Triple Science (Lead Teacher: Mrs Hutchinson)	
Paper/s for the in-class assessments	<p>Combined Science: 2 x 35 minute papers in Biology, Chemistry and Physics. A total of 6 short assessments. 70 marks per subject - a full paper 1 GCSE past paper.</p> <p><b>Triple Science:</b> 3x 35 minute assessments in Biology, Chemistry and Physics. A total of 9 short assessments. 100 marks per subject - a full paper 1 GCSE past paper.</p>
Topics for the in-class assessments	<p><b>Biology:</b> B1 Cell Biology, B2 Organisation of plants and animals, B3 Infection and response, B4 Bioenergetics</p> <p><b>Chemistry:</b> C1 Atomic Structure and Periodic Table, C2 Bonding and structure, C3 Quantitative Chemistry, C4 Chemical change, C5 Energy changes.</p>

	<b>Physics:</b> P1 Energy, P2 Electricity, P3 Particle model of matter, P4 Atomic Structure
<b>What students can do to achieve (GCSE Pod links, work on teams, resources that they will have been provided with/will need)</b>	Every teacher will provide their class with a detailed breakdown of topics and a list of activities to prepare for each revision lesson. These will be shared on Teams and most activities are directly linked to GCSE pod.

<b>Spanish (Lead Teacher: Mr Orme)</b>	
<b>Paper/s for the in-class assessments</b>	Paper 1 - Combined skills (Listening, Reading, Writing) Paper 2 – (Speaking - photo card)
<b>Topics for the in-class assessments</b>	Local area My studies Life at school
<b>What students can do to achieve (GCSE Pod links, work on teams, resources that they will have been provided with/will need)</b>	GCSE Pod, Quizlet, resources in folders/books, links posted on MS Teams.

<b>Geography (Lead Teacher: Mr Brennan)</b>	
<b>Paper/s for the in-class assessments</b>	Paper 1 – Challenges of the Physical Environment (88 marks)
<b>Topics for the in-class assessments</b>	The Challenges of Natural Hazards – Tectonics, Weather Hazards and Climate and Change  The Living World – Ecosystems, Tropical Rainforests and Cold Environments  Physical Landscapes in the UK – Coastal Landscapes in the UK and River Landscapes and Change
<b>What students can do to achieve (GCSE Pod links, work on teams, resources that they will have been provided with/will need)</b>	<b>GCSE Pod:</b> The Challenges of Natural Hazards - <a href="https://members.gcsepod.com/content?subject_id=6016&amp;exam_board_id=1010&amp;topic_id=8320">https://members.gcsepod.com/content?subject_id=6016&amp;exam_board_id=1010&amp;topic_id=8320</a>  The Living World - <a href="https://members.gcsepod.com/content?subject_id=6016&amp;exam_board_id=1010&amp;topic_id=8417">https://members.gcsepod.com/content?subject_id=6016&amp;exam_board_id=1010&amp;topic_id=8417</a>  Physical Landscapes in the UK - <a href="https://members.gcsepod.com/content?subject_id=6016&amp;exam_board_id=1010&amp;topic_id=8319">https://members.gcsepod.com/content?subject_id=6016&amp;exam_board_id=1010&amp;topic_id=8319</a>  <b>Revision Clocks and Knowledge Organisers</b> which have been produced in class by students are always useful for students to use.  <b>The official revision guide is an excellent revision resource and is highly recommended:</b> <a href="https://www.amazon.co.uk/Grade-GCSE-Geography-Revision-Guide/dp/1782946101/ref=asc_df_1782946101/?tag=googshopuk-21&amp;linkCode=df0&amp;hvadid=310865071345&amp;hvpos=&amp;hvnetw=g&amp;hvrnd=5657937827565451534&amp;hvpon=&amp;hvptwo=&amp;hvqmt=&amp;hvdev=c&amp;hvdvcmdl=&amp;hvlocint=&amp;hvlocphy=9046384&amp;hvtargid=pla-415302621776&amp;pvc=1&amp;th=1&amp;pvc=1">https://www.amazon.co.uk/Grade-GCSE-Geography-Revision-Guide/dp/1782946101/ref=asc_df_1782946101/?tag=googshopuk-21&amp;linkCode=df0&amp;hvadid=310865071345&amp;hvpos=&amp;hvnetw=g&amp;hvrnd=5657937827565451534&amp;hvpon=&amp;hvptwo=&amp;hvqmt=&amp;hvdev=c&amp;hvdvcmdl=&amp;hvlocint=&amp;hvlocphy=9046384&amp;hvtargid=pla-415302621776&amp;pvc=1&amp;th=1&amp;pvc=1</a>

<b>History (Lead Teacher: Mrs Hudson)</b>	
<b>Paper/s for the in-class assessments</b>	Norman England and Health and the People c1000- present day
<b>Topics for the in-class assessments</b>	Norman England and Health and the People c1000- present day
<b>What students can do to achieve (GCSE Pod links, work on teams, resources that they will have been provided with/will need)</b>	Students can use the notes from their exercise books including the feedback from exam answers completed previously. A revision homework booklet will be uploaded to Teams and GCSE Pod has excellent videos for both the two papers they are sitting.

<b>Computer Science (Lead Teacher: Mr Chatten)</b>	
<b>Paper/s for the in-class assessments</b>	Paper 1 official paper (80 marks)
<b>Topics for the in-class assessments</b>	All covered unit 1 aspects
<b>What students can do to achieve (GCSE Pod links, work on teams, resources that they will have been provided with/will need)</b>	All relevant unit 1 aspects found on Pod <a href="https://members.gcsepod.com/content?subject_id=6048&amp;exam_board_id=1013&amp;topic_id=9168">https://members.gcsepod.com/content?subject_id=6048&amp;exam_board_id=1013&amp;topic_id=9168</a>  All previous resources (slides) via MS Teams  All past video lessons on YouTube

<b>Cambridge National Sport (Lead Teacher: Mr Gray)</b>	
<b>Paper/s for the in-class assessments</b>	R051 Contemporary Issues in Sport
<b>Topics for the in-class assessments</b>	LO1 – User groups and Barriers LO2 – Values of Sport LO3 – Major Sports Events LO4 – National Governing Bodies (Part Covered).
<b>What students can do to achieve (GCSE Pod links, work on teams, resources that they will have been provided with/will need)</b>	Students have covered the above topics in lesson. Students will be issued with a knowledge organiser for each Learning Objective to guide their revision. There will also be revision resources available on the subject area on Microsoft Teams.

<b>Business and Enterprise (Lead Teacher: Mr Wright)</b>	
<b>Paper/s for the in-class assessments</b>	Combined questions – total of 67 marks
<b>Topics for the in-class assessments</b>	LO5 and LO6
<b>What students can do to achieve (GCSE Pod links, work on teams, resources that they will have been provided with/will need)</b>	A Link to relevant GCSE Pods and Topic areas for revision will be put on teams next week. Students will be given time to do revise for these in advance of the assessment date and this will contribute towards their evidence gathering opportunities for the expected Autumn submission to OCR for the Cambridge National Enterprise and Marketing Course J819.

<b>Performing Arts (Lead Teacher: Miss Biggs)</b>	
<b>Paper/s for the in-class assessments</b>	Component 2 Practical performance
<b>Topics for the in-class assessments</b>	Performing the group repertoire to a live audience
<b>What students can do to achieve (GCSE Pod links, work on teams, resources that they will have been provided with/will need)</b>	Ensure that all in-class time is used to its full potential to fully prepare as a group and use the feedback provided by teachers in previous lessons to improve characterisation

<b>Music (Lead Teacher: Miss Biggs)</b>	
<b>Paper/s for the in-class assessments</b>	Unit 5 (Introducing Music Performance)
<b>Topics for the in-class assessments</b>	Developing a piece
<b>What students can do to achieve (GCSE Pod links, work on teams, resources that they will have been provided with/will need)</b>	<ul style="list-style-type: none"> <li>• Listen to other renditions of their chosen piece on YouTube for inspiration</li> <li>• Practice!</li> <li>• Perform your piece to Miss Biggs beforehand for feedback</li> <li>• Familiarise yourself with the assessment criteria for the unit (PMD) so you know what you need to demonstrate in your performance for your target grade</li> <li>• Ensure that all in class time is used to its full potential to fully prepare as a group and use the feedback provided by teachers in previous lessons to improve characterisation</li> </ul>

<b>Art (Lead Teacher: Miss Biggs)</b>	
<b>Paper/s for the in-class assessments</b>	In-class task similar to art exam task
<b>Topics for the in-class assessments</b>	Clay Practical Portrait and Evaluation
<b>What students can do to achieve (GCSE Pod links, work on teams, resources that they will have been provided with/will need)</b>	<ul style="list-style-type: none"> <li>• Prior knowledge of clay practical skills, techniques &amp; processes, Tools &amp; equipment, Health &amp; safety.</li> <li>• How to evaluate using their 'How to evaluate guide'. The prior lesson resources are all available on Teams.</li> </ul>