



Year 10

Your GCSE journey

2025-2027

- The two-year journey – what to expect this year (Natalie Drew)
- Revision techniques (Rachael Langstaff)

The big picture

English Literature & Language (2 GCSEs)

Maths (**tiered entry**)

Science Combined or Triple Science (**tiered entry**) (2 or 3 GCSEs)

RS (short course)

History or Geography

Language option

Option chosen

How the new grades compare with the old ones

Old Grades	New Grades
A*	9
A	8
B	7
C	6
D	5
E	4 Standard Pass
F	3
G	2
U	1
U	U

Source: Ofqual

MADE FOR MUMS

For entry into Allerton Grange Sixth Form, entry requirement is 5 GCSEs at a grade 4 or above

AGS examination boards: GCSE

AQA

Art (3D design, fine art, photography and textiles)

Biology

Chemistry

Physics

Combined Science

Drama

English Language

English Lit

French

Spanish

German

Geography

PE

RS (Short course and full course)

Edexcel

Business

History

Maths

OCR

Classics

Comp Science

Health & Social Care

WJEC

Music

Hospitality



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AGS Newsletters

Year Teams

Curriculum >

Extra-Curricular >

ClassCharts

School Calendar & Term...

School Day

School Uniform

School Equipment

School Reports

Exams & Revision ▾

KS4 Resources

KS5 Resources

KS3 Resources

Home/School Agreement

Letters

YOU ARE HERE | HOME | PARENTS | CURRENT PARENTS | EXAMS & REVISION | KS4 RESOURCES

KS4 Resources

Please see below for Exams and Revision resources for GCSE subjects.

This includes:

- Subject specific FACE IT revision model
- Topic check list
- Specification

KS4 Mapped Out Revision PDF



KS4 Mapped Out Revision PowerPoint



Key dates- this year

Report (1): February 2026

Parents' Consultation Evening: 24th February

Pre-Public Examinations: 20th April – 30th April (after Easter holidays)

Y10 English Spoken Language assessments: 1st-12th June

MFL PPE speaking exams: 22nd June- 3rd July

Report (2): June 2026

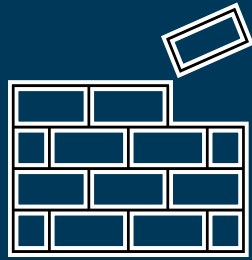
Y11 Supporting Success Evening: September 2026 (Year 11)

Subject	Teacher	Attitude to Learning Lessons	Attitude to Learning Homework	Predicted Grade	KS2 Generated Prediction
3D Design	Mrs Hawkins	B	B	3	4
English Language	Mrs Ryding	C	C	3	5
English Literature	Mrs Ryding	B	C	3	5
Geography	Mr Morgan	C	C	4	5
Maths	Miss Atkinson	C	D	3	4
PE	Mr Tomlinson	B	-	-	-
PHSE	Mr Taylor	B		Complex	-
Religious Studies	Miss Ali	C	B	5	5
Science Combined	Mr Addison	C	D	4_3	5_5
Spanish	Ms Ahmed	C	B	4	4

Revision strategies



Start as early as possible this academic year



Build from each in-class assessment and PPE.



Careful planning and preparation



Effortful revision

Creating an environment for concentration



- Leave mobile phone in a different room.



- Work with a clear desk.



- Quiet space.








Build from each assessment

Subject	Teacher	Attitude to Learning Lessons	Attitude to Learning Homework	Predicted Grade	KS2 Generated Prediction
3D Design	Mrs Hawkins	B	B	3	4
English Language	Mrs Ryding	C	C	3	5
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Geography	Mr Morgan	C	C	4	5
Maths	Miss Atkinson	C	D	3	4
PE	Mr Tomlinson	B	-	-	-
PHSE	Mr Taylor	B		Complex	-
Religious Studies	Miss Ali	C	B	5	
Science Combined	Mr Addison	C	D	4_3	
Spanish	Ms Ahmed	C	B	4	

Setting meaningful targets that allow for future planning:

Positive next steps

 Target (make it specific)	 How will you measure if you are have achieved the target?	 Realistic deadline to have achieved the target	 Review: November <i>Red, Amber, Green</i>	 Review: January <i>Red, Amber, Green</i>
1.				
2.				
3.				

Revision timetable – This should start after February half term for Y10 PPEs (after Easter)

Year 10 – PPE revision schedule 2024

It is important that you take rest days and revision breaks during the holiday. You have to create a timetable that works around the plans you have with friends and family. You can blank out the days, which are appropriate days for you to taken rest breaks. It is important that you take these days off for your well-being.

Revision Week	w/c	Day of the week	Session 1		Session 2		Session 3		Session 4		Session 5
1	Monday 12 th February	Sat 10 th		Break (10 mins)		Break (10 mins)		Break (10 mins)		Break (10 mins)	
		Sun 11 th									
		Mon 12 th									
		Tues 13 th									
		Weds 14 th									
		Thurs 15 th									
		Fri 16 th									
		Sat 17 th									
		Sun 18 th									

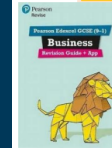
Planning and preparation

Content	Key details	Lesson notes made	Revision Notes completed	😊	😐	😞
1.1 enterprise and Entrepreneur ship						
1.1.1 The dynamic Nature of business	<p>Why new business ideas come about:</p> <ul style="list-style-type: none"> • changes in technology • changes in what consumer's want • products and services becoming obsolete. <p>How new business ideas come about:</p> <ul style="list-style-type: none"> • original ideas • adapting existing products/services/ideas. 					
1.1.2 Risk and Reward	<p>The impact of risk and reward on business activity:</p> <ul style="list-style-type: none"> • risk: business failure, financial loss, lack of security • reward: business success, profit, independence. 					
1.1.3 The role of business enterprise	<p>The role of business enterprise and the purpose of business activity:</p> <ul style="list-style-type: none"> • to produce goods or services • to meet customer needs • to add value: convenience, branding, quality, design, unique selling points. <p>The role of entrepreneurship:</p> <ul style="list-style-type: none"> • an entrepreneur: organises resources, makes business decisions, takes risks 					

The FACE it revision model in Business

1.

LEARN THE FACTS



Use the revision guide to create notes on specific topics. These can be in the form of:

- Flash cards (Definitions, pros, cons, impacts, calculations)
- Bullet points to summarise
- Mind maps categorising ideas
- Flow-charts for processes
- Drawings/co

2.

APPLY IN CONTEXT



Test yourself - do you actually know the topic from memory?

- 'Brain-dump' mind-map on a general topic. Write down as much as you can, then check your notes to identify what you didn't remember!
- Use the quiz questions in your small paper revision guide.

3.

CONNECT IDEAS



Use the connectagons to link your ideas together

- Can you explain each concept inside a hexagon?
- Can you identify pros, cons and impacts for each concept.
- Drawing arrows between the hexagons can you explain how the concepts link

4.

TEST IN EXAM CONDITIONS



Use the exam questions on the Edexcel Website to complete practice. (Use the QR code above to access) .

- Set a timer, i.e. it's a mark a minute with 15 minutes reading time for the case studies.
- Use the exam structures from the paper revision guide. Try to label where your point, application and linked strands are.
- Check the mark scheme on the

GCSE (9-1) Business

Pearson
Edexcel



The FACE it revision model

1.

LEARNT THE FACTS



- Flash cards
- Graphic organisers
- Mind maps
- Knowledge organisers
- Self quizzing

2.

APPLY IN CONTEXT



- Tackle questions where the knowledge is tested in context – beyond straight forward recall.

3.

CONNECT IDEAS



- Attempt questions that require students to draw on knowledge from one topic area or apply knowledge to previously unseen ideas.

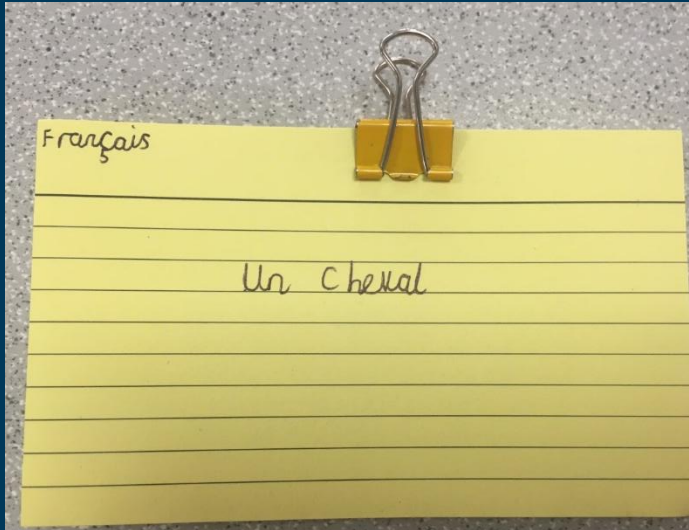
4.

TEST IN EXAM CONDITIONS

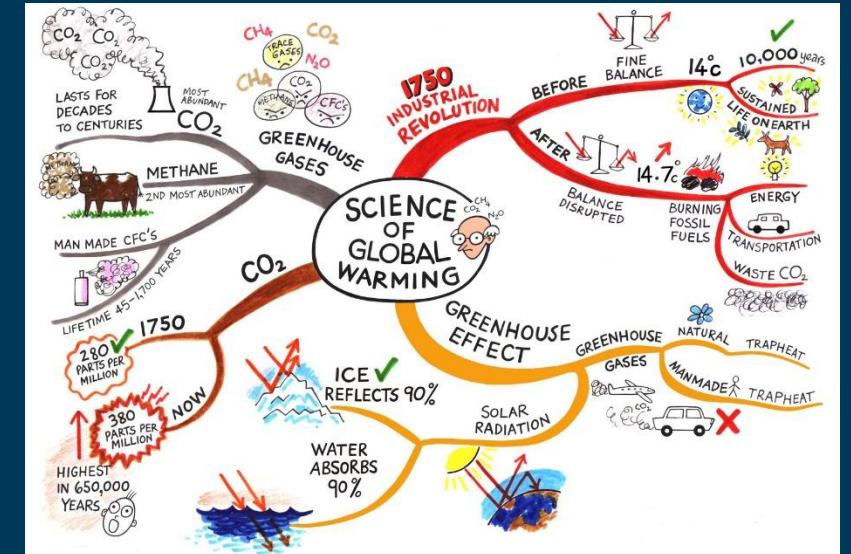
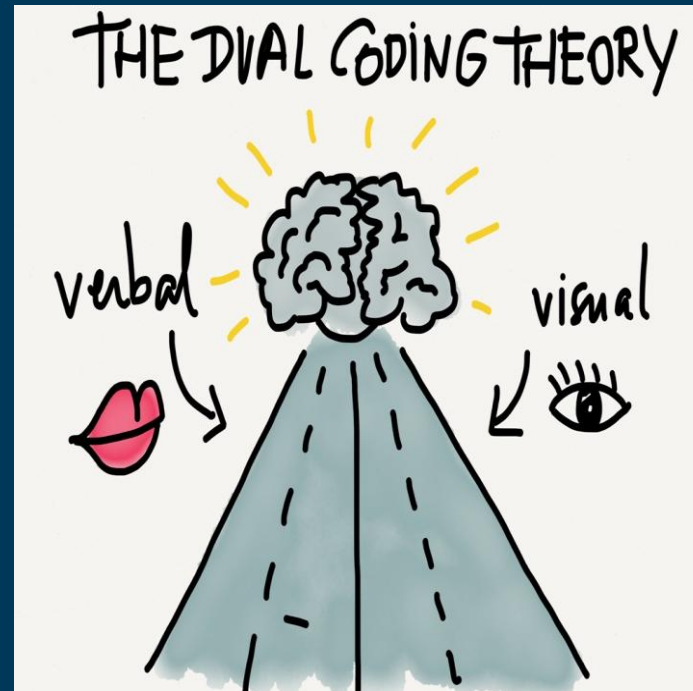


- Use past exam questions to rehearse the process of responding under time pressure.

Learn the facts



[Brainscape: The Best Flashcards App](#) | [Make Flashcards Online](#)



See a video on how to effectively study flash cards:
[How to study flashcards using the Leitner system](#)

Self-quizzing

Cognitive

1. ~~Brain~~ scientists x
2. working memory ✓
3. Not a lot! x 10-30% is remembered after a day
4. You remember more. ✓ More is retained.
5. ~~Brain~~ ✓ I don't know.

Links between synapses need to be created for info to go into long-term memory

Ready to Revise: How can I use flashcards and self-quizzing effectively?

What is **alliteration**?

Alliteration is when a sound is repeated over two or more words.
e.g. Donate to deserving causes.

La Belle Dame Sans Merci 1819 (1)

1 of 30

Author: John Keats

Story: 2 first person speakers. A knight narrates his encounter with a femme fatale character and how this lead to his love sickness/death.

Themes: Love

Tone: Super N

• Form +

La Belle Dame Sans Merci 1819 (2)

2 of 30

• Language:

- Archaic Language - Helps with medieval setting "ail thee" "steed" "thy"
- Repetition of pale - Knight is dying "palely loitering" "pale" "death pale"
- Metaphors of death - Knight is dying "I see a lily on thy brow" "fading rose"
- Pathetic fallacy - Foreshadows knights death "The sedge has withered from the lake" "no birds sing"

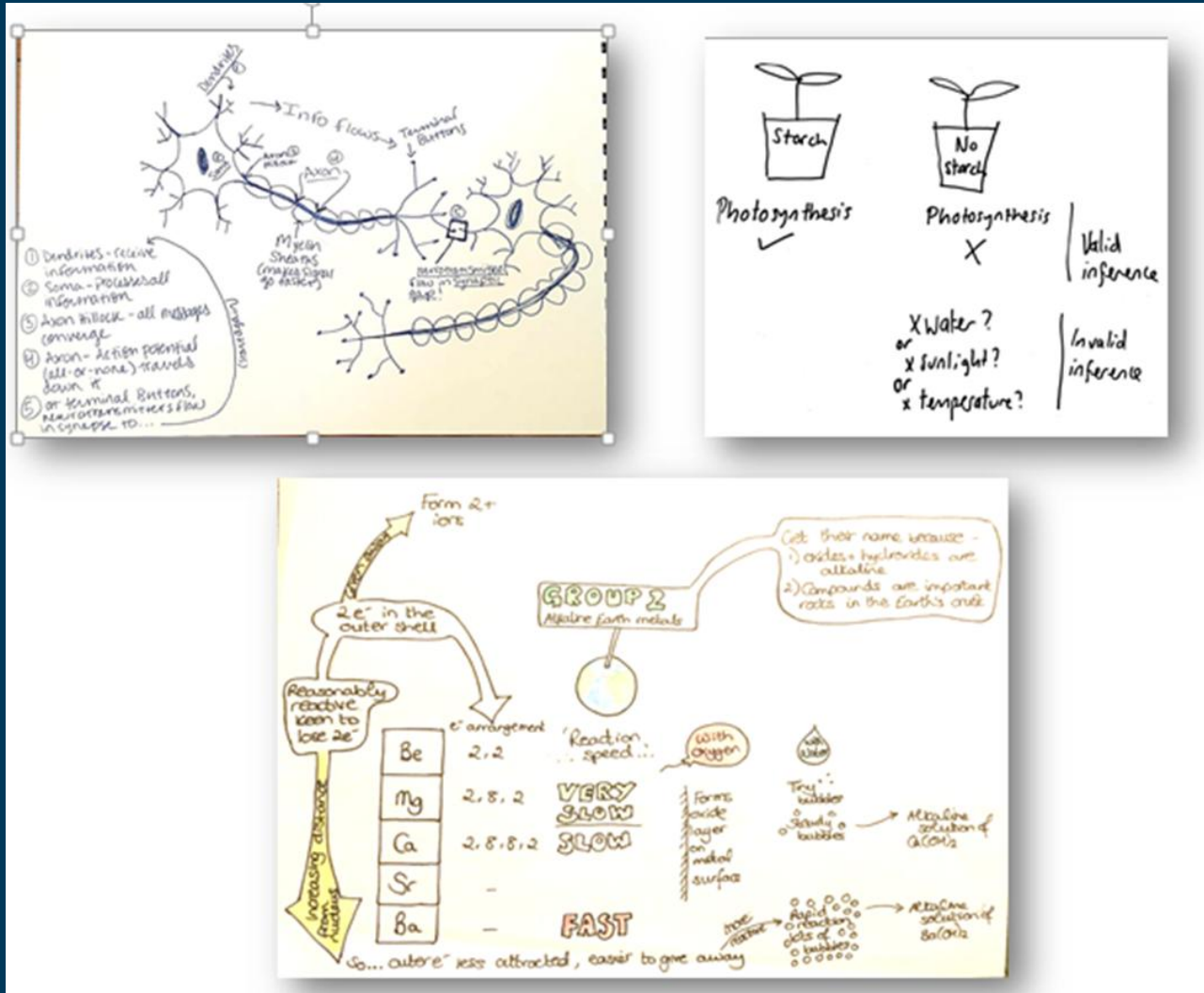
• Context

- Keats knew he was dying of TB in his 20s while writing this poem, his brother had also died of TB 2 years before
- "A faery's song" could depict the woman as a siren from Greek mythology. Sirens would seduce sailors with songs and they then died in the water trying to swim to them

Compare +

Stick to the one card, one question rule. The blue set are flashcards, the yellow set are not.

Dual coding



Cognitive scientists have found that connecting pictures and words can help you remember information more effectively than just using one or the other. This is called dual coding.

Dual coding:

X Is not about drawing pretty pictures or being good at Art

X Is not about using different coloured pen

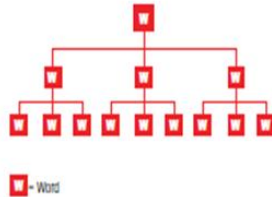
- ✓ Is about revision using diagrams
- ✓ Is about using rough sketches to help you remember

Mind maps

CHUNK

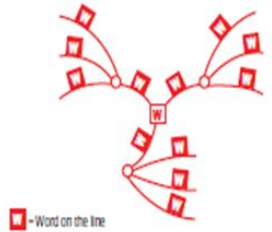
Tree Diagram

The quintessential hierarchical structure, used for everything from management to animal taxonomies. Their only problem is the space it needs at its base as it broadens.



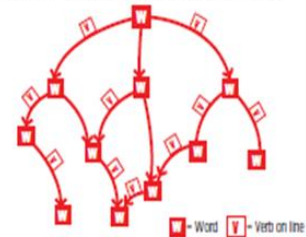
Mind Map

Once the hippies' map of choice, its organic aesthetic disguises the fact that it is merely a tree diagram radiantly emanating from a central point. This solves the space issue.



Concept Map

Hierarchical, connected mini-sentences, of subject-verb-object structure, form the basis of concept maps. They are very precise and, therefore, quite difficult to create.



COMPARE

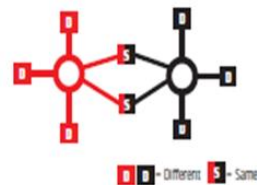
Venn Diagram

The visual depiction of set theory. Agreed attributes determine inclusion in a set. An overlap of circles highlights the similarities.



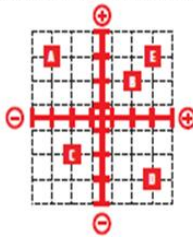
Double Spray

Like a Venn diagram, the double spray shows which attributes are different and which are shared. The central, linked features highlight the similarities.



Crossed Continua

Used to compare two or more topics against two sets of criteria each on a continuum. Placing the topics against these two continua immediately reveals differences.



SEQUENCE

Flow Chart

The simplest way to show the flow of a process by a series of factors or events joined by arrows. Too many such nodes makes understanding more difficult.



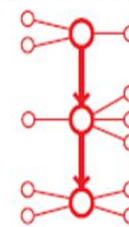
Cycle

The same as a flow chart but instead of a one-way direction, a cycle is established.



Flow Spray

Too many nodes make flow charts overly complex. Breaking it down to its main events and showing the attached subsidiary ones retains clarity.



CAUSE & EFFECT

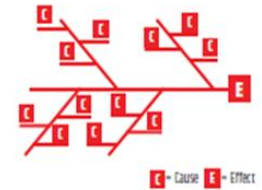
Input-Output Diagram

Multiple factors are involved in a cause and effect dynamic. This diagram allows you to show them centred around a catalyst.



Fishbone Diagram

Situations are rarely explained by a simple line of causes. In such cases, causes are chunked into similar themes to indicate a more subtle sphere of influence.



Relations Diagram

This resembles a concept map but is not hierarchical and is only related to causal links. Any factor can influence another. The linked arrows indicate the line of influence.





Apply in context

2

Why is Jack being so loud and active?

- ☐ He wants to show Ralph he is truly sorry for his actions
- ☐ He is showing the other boys how happy he is
- ☐ He is pretending there is nothing wrong

3

What is meant by 'Ralph asserted his chieftainship'?

- ☐ Ralph gives up being the leader
- ☐ Ralph shows everybody who is the boss
- ☐ Ralph allows Jack to take over temporarily

4

Which expression is a metaphor for the breakdown of Ralph and Jack's relationship?

- ☐ 'A little of the tension died'
- ☐ 'No one, not even Jack, would ask him to move'
- ☐ 'They were on different sides of a high barrier'

5

Read the following extract in which Piggy criticises Jack for letting the signal fire

Connect the ideas

Edexcel GCSE History Revision Checklist

Paper 1: Section A Western Front 1914-1918

Use this revision checklist to help you keep track of all the topics you need to revise for your exam. You need to have a confident grasp of the knowledge about each event. Try revising facts and key features about each event and recalling the key points and details on paper. Try to answer at least one exam question for each event.

	Topics	You should be able to	Check	Now practice an exam question:	Check
1. Wider context of WWI	The trench system (p. 33-34)	<ul style="list-style-type: none"> Describe what is meant by a trench Explain why trench warfare was used during WWI Describe the features of a trench system and their purpose (No Man's land; frontline trench; dug-outs; zigzag communication trench; support and reserve trench) 	<input type="checkbox"/>	Describe two features of the support trench system on the Western Front. [4 marks] – Sample paper	<input type="checkbox"/>
	Challenges of the landscape (p. 34)	<ul style="list-style-type: none"> Describe how the exposed open trenches were affected by climate and weather Describe the impact that fertiliser in the soil had for infections such as gas gangrene Describe the diversity of terrain over 750km (wide open farmland, hills, valleys) Describe how this terrain made evacuation of injured soldiers challenging 	<input type="checkbox"/>		
	Key battles (p. 33)	<ul style="list-style-type: none"> Describe the importance of the Ypres Salient as a location to defend (Channel ports) Describe the use of tunnelling and mines at Hill 60 (1915) to change landscape Describe the use and effects of chlorine gas at the Second Battle for Ypres (1915) Describe the vast numbers of casualties from the Battle of the Somme (1916) and the impact this had on the evacuation chain and experiences of medical staff Describe the use of tunnelling into chalky ground to expand caves at Arras (1917) Describe the rain waterlogged conditions at the Battle of Passchendaele (1917) Describe how tanks were used to navigate tricky terrain at Battle of Cambrai (1917) 	<input type="checkbox"/>	Relevant as broader context for analysis of any source	
2. The evacuation chain	The evacuation chain (p. 35)	<ul style="list-style-type: none"> Describe the location, conditions and treatment offered at each stage of the evacuation chain: stretcher-bearers; RAP; ADS; CCS and base hospitals. Explain why complex operations could only be carried out at base hospitals. 	<input type="checkbox"/>	Describe two features of the dressing stations where injured soldiers might be taken to receive treatment. [4 marks] – 2021	<input type="checkbox"/>
	Transportation (p. 34)	<ul style="list-style-type: none"> Describe the different reasons why moving injured soldiers was challenging (rescued from frontlines under fire; shelling caused craters, fertiliser in soil meant infection) Describe the different methods of transportation and their limitations (stretcher-bearers; horses; motorised ambulances; barges; trains; hospitals boats). 	<input type="checkbox"/>	How useful are Sources A and B for an enquiry into the system for dealing with injured soldiers on the Western Front? [8 marks] – Specimen paper https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-history-paper-1-specimen-papers.pdf Page 44/45	<input type="checkbox"/>
	The RAMC and FANY (p. 35)	<ul style="list-style-type: none"> Describe the role of the RAMC in overseeing the system. Describe the role of the FANY in supporting the RAMC's work 	<input type="checkbox"/>	How useful are Sources A and B for an enquiry into the work of the stretcher bearers on the Western Front? [8 marks] – 2019 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1HI0_11_que_20190604.pdf pages 18/19	<input type="checkbox"/>
	The Underground Hospital at Arras (p. 35)	<ul style="list-style-type: none"> Describe the hospital created in the tunnels and caves at Arras from 1916. Explain why this hospital was unique in terms of the care so close to the front lines. Explain why the underground hospital had to be abandoned in 1917. 	<input type="checkbox"/>	How useful are Sources A and B for an enquiry into the treatment of battle injuries by medical staff on the Western Front? [8 marks] – 2018 https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/exam-materials/1HI0_11_que_20180605.pdf Page 18	<input type="checkbox"/>
			<input type="checkbox"/>	Describe two features of the Underground Hospital at Arras. [4 marks] – 2022	<input type="checkbox"/>

Test in exam conditions



Please check the examination details below before entering your candidate information

Candidate surname	Other names
Pearson Edexcel	
Centre Number	Candidate Number
<input type="text"/>	<input type="text"/>
GCSE (9–1)	
Tuesday 9 June 2020	
Morning (Time: 1 hour 20 minutes)	Paper Reference 1HI0/31
History	
Paper 3: Modern depth study	
Option 31: Weimar and Nazi Germany, 1918–39	
You must have: Sources/Interpretations Booklet (enclosed)	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided
– there may be more space than you need.

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets
– use this as a guide as to how much time to spend on each question.
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ➤

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1/1/

P 6 2 4 6 5 A 0 1 1 6

Pearson

- Silent conditions at a table/desk.
- Stick to the precise timings of the examination.



The Year 10 team

Glenn Williamson

Paulette Williams

Casey O'Reilly

Natalie Drew



Thank you