



**Seahaven Academy**

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# Year 10 Mock Exams Information, Support and Guidance



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## When do the assessments take place?

### Timetable

Exams will take place in Term 3 and 6, at the mid-point and the end of the year. Timetables will be distributed to students prior to each assessment period.

### Where do the assessments take place?

The Mock exams will take place in the main exam hall and the following process will take place:

- Students will be taken to the main hall prior to the start of the exam
- Whilst in the main hall students will sit in the exam seating plan and then sent to the Sports hall or the access room
- Students will need to place their bag in the allocated area and only take into the exam hall the following items: Pen, Pencil, Ruler, Rubber, Pencil Sharpener. Specialist Equipment for exams will be provided by the school. Should a water bottle be taken into the exam hall, then this will need to be a clear bottle with no label or writing on it
- As soon as students enter the exam hall then they will be under exam conditions and should be silent. If they need any assistance, then they should raise their hand and an exam invigilator will come and speak with them
- Students will be dismissed at the end of the exam by a member of staff

### What equipment will I need for my assessment?

**For all exams the following rules must be followed:** taken from [JCQ guidelines 2024](#)

- ✓ Be on time for all your exams. If you are late, your work might not be accepted
- ✓ Do not become involved in any unfair or dishonest practice during the exam
- ✓ If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects
- ✓ You must not take into the exam room: (a) notes; (b) an iPod, a mobile phone, an MP3/4 player or similar device, or a watch. Any pencil cases taken into the exam room must be see-through. Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
- ✓ If you have a watch, the invigilator will ask you to hand it to them
- ✓ Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers
- ✓ Do not talk to or try to communicate with or disturb other candidates once the exam has started
- ✓ You must not write or draw offensive or obscene material
- ✓ If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return
- ✓ Do not borrow anything from another candidate during the exam



**The following equipment should be brought to every exam:**

- ✓ 3 pens – black
- ✓ 3 pencils
- ✓ Ruler
- ✓ Pencil sharpener
- ✓ Rubber

**For certain exams you will also need the following:**

- ✓ Compass
- ✓ Protractor
- ✓ Calculator
- ✓ Coloured Pencils
- ✓ Highlighters for use on question papers but not in answers

### **What if I need help with buying equipment?**

If you need help or support buying your child equipment, please contact your child's head of year and we can support with equipment where necessary.

### **Setting Changes**

Students are assessed summatively (formal exams) twice a year (January and June) and the results of these assessments **might** be used to move students up or down in sets. Students should only move sets twice per academic year. This would be following mid-year assessments and then following the end of year assessments. Students wishing to move up a set should take this opportunity to work hard and perform to the best of their ability to ensure they maintain their current set or move up to a higher set.

### **How will I be informed of any set changes?**

Prior to any set changes, parents would receive a phone call from either a member of the senior leadership team, subject leader or their director of year. This may also be accompanied by a letter to inform you of any set changes. All changes will be made in discussion with parents, and we hope that students will feel supported in any changes made to their sets.



# Revision support

## The Basics:

- Limit distractions
- Create and use a revision plan
- Find a nice quiet space to revise in
- Set an alarm and start early!
- Revise. Repeat. Remember
- Make sure you eat, sleep and take time out
- Stay positive

## How can I revise effectively?

Three common revision techniques that are least effective in helping you revise are:

- ✓ Highlighting texts
- ✓ Re-reading
- ✓ Summarising text

These methods may make you *feel like* you are revising, but there are better ways to help you revise...

## Flashcards

Create these with questions on one side and the answers on the other. You can colour code them for different topics and quiz yourself or others. You can also create flashcards on-line or on your phone using Quizlet.



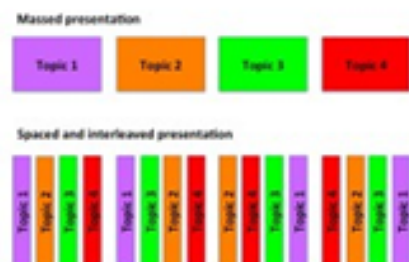
## Retrieval Practice

Testing yourself for what you know is a really powerful tool in revision. The effort to remember something really strengthens your memory. Use your Knowledge Organisers to Self-Quiz and subject revision guides to help you.

Types: Multiple choice; True or false; odd one out; explanation questions.

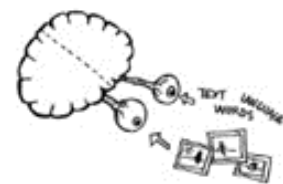
## Interleaving & Spacing

Avoid trying to revise all your topics in one go (cramming). Instead, revise chunks of a topic for small amounts of time (15 mins) and then move onto another chunk. This will improve your memory.



## Dual Coding

This is putting your knowledge into visual form alongside words. It increases your chances of remembering it.



## Deliberate Practice

Set aside time to practice improving your knowledge. Choose what you need to do. It should be difficult enough to challenge you, and practice, practice, practice! Try to

## Further support

### I have a question/concern/require further information about my child's assessments. Who is the best person to contact?

If you have a question or require help that is subject specific related to topic content or issues with accessing revision materials, please contact your child's class teacher directly or subject leader. This is often the quickest way to receive specific support and guidance on how to help your child to prepare. If you have questions or require support related to your child's wellbeing during assessments please contact your child's tutor, Head of Year or Director of Year Mr Hafernik.

We have included a list of useful contacts below:





Title	Name	Email address
English Key Stage 4 Lead	Mrs T Newby	<a href="mailto:newbyt@seahavenacademy.org.uk">newbyt@seahavenacademy.org.uk</a>
Maths Key Stage 4 Lead	Ms N Stokes	<a href="mailto:stokesn@seahavenacademy.org.uk">stokesn@seahavenacademy.org.uk</a>
Science Key Stage 4 Lead	Ms L Boorman	<a href="mailto:boormanl@seahavenacademy.org.uk">boormanl@seahavenacademy.org.uk</a>
Head of Department	Mrs C Kelly	<a href="mailto:kellyc@seahavenacademy.org.uk">kellyc@seahavenacademy.org.uk</a>
Director of Key Stage 4	Mr M Hafernik	<a href="mailto:hafernikm@seahavenacademy.org.uk">hafernikm@seahavenacademy.org.uk</a>
Vice Principal	Ms M O'Brien	<a href="mailto:obrienm@seahavenacademy.org.uk">obrienm@seahavenacademy.org.uk</a>

## Attendance Matters

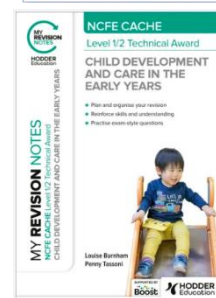





### GCSE results:

Our most recent GCSE results highlighted that student that had their attendance above 96% achieved significantly better GCSE results when compared to students below 96%

<p><b>Course</b></p>	<p>EDEXCEL Art &amp; Design  Fine Art</p>																																																
<p><b>Exam Length</b></p>	<p><b>Mock: 5 Hours January 2026</b>  <i>REAL GCSE: 10 hours April 2027</i></p>																																																
<p><b>Examination and content:</b></p>	<p>Mock Exam Theme: Ian Murphy Architectural drawings</p>																																																
<p><b>Resources to help you revise:</b></p> <p><i>The practical exam is COMPONENT 2</i></p> <p><i>The exam component on the theme is yet to be published but is worth 40% of your final GCSE grade.</i></p> <p><i>Coursework from year 10 and year 11 make up the other 60%</i></p> <p><i>Evidence for both components needs to meet the four assessment objectives AO1, AO2, AO3 and AO4.</i></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>A01 Develop</b> Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p><b>A02 Refine</b> Refine work by exploring ideas, selecting &amp; experimenting with appropriate media, materials, techniques &amp; processes.</p> <p><b>A03 Record</b> Record ideas, observations &amp; insights relevant to intentions as work progresses.</p> <p><b>A04 Present</b> Present personal &amp; meaningful responses that realise intentions &amp; demonstrate understanding of visual language.</p> </div> <div style="width: 45%; text-align: right; font-size: small;"> <p>AIMS</p> <p>OBSERVATIONS EXPERIMENTS</p> <p>OUTCOMES</p> </div> </div> <p>Use the links below the checklist for the Seahaven ART GCSE support booklet, Knowledge Organisers and other resources online that can help you.</p>	<p style="text-align: center;"><b>Ian Murphy response to our local area</b></p> <div style="display: flex; justify-content: space-around;">     </div> <p style="font-size: small;">Ian Murphy (born 9th March 1963) is a contemporary British Fine Artist who gained initial success with selection to the British Young Contemporary Artists in 1985. He is best known for his powerful, tonal drawings and atmospheric, mixed media oil paintings of architectural places.</p> <table border="1" style="width: 100%; font-size: x-small;"> <thead> <tr> <th style="width: 25%;">AO1: Develop ideas through investigations, demonstrating critical understanding of sources.</th> <th style="width: 25%;">AO2: Refine work by exploring ideas, selecting &amp; experimenting with appropriate media, materials, techniques &amp; processes.</th> <th style="width: 25%;">AO3: Record ideas, observations &amp; insights relevant to intentions as work progresses.</th> <th style="width: 25%;">AO4: Present personal &amp; meaningful responses that realise intentions &amp; demonstrate understanding of visual language.</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">TARGET    MOCK</td> </tr> <tr> <td>Pencil drawing of Ian Murphy detail</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Collage background with Ian Murphy copy</td> <td></td> <td></td> <td></td> </tr> <tr> <td>A2 black card presented neatly</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Ian Murphy title in bold</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Written info on Ian Murphy</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Own opinions of his work</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Own photographs of local buildings</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thumbnail sketches for final idea</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Evaluation using help sheet</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Extra:</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: right; font-size: x-small;">January Mock Year 10</p> <ul style="list-style-type: none"> <li>• Experimentation with artists techniques</li> <li>• Working with a range of materials and processes</li> <li>• Responding to the work of others though making</li> <li>• Investigating visual and functional objects</li> </ul> <p> <a href="#">BBC Bitesize Art + Design</a>  <a href="#">The Arty Teacher</a>  <a href="#">United learning Continuity Oak sessions</a>  <a href="#">GCSE ART Knowledge Organisers</a> </p>	AO1: Develop ideas through investigations, demonstrating critical understanding of sources.	AO2: Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.	AO3: Record ideas, observations & insights relevant to intentions as work progresses.	AO4: Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.				TARGET    MOCK	Pencil drawing of Ian Murphy detail				Collage background with Ian Murphy copy				A2 black card presented neatly				Ian Murphy title in bold				Written info on Ian Murphy				Own opinions of his work				Own photographs of local buildings				Thumbnail sketches for final idea				Evaluation using help sheet				Extra:			
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<b>Course</b>	NCFE Level 1 / 2 Child Development and Care in the Early Years
<b>Exam Length</b>	<p><b>Mock exam:</b> 1 hour ( /45)</p> <p><b>Real exam:</b> 1 hour 30 minutes ( /80) worth 50% of the overall grade</p>
<b>Examination and content:</b>	<p><b>Content Areas 1 – 3 for the mock exam</b></p> <p>The exam is made up of sections with the multiple choice, short answer and 9 mark essays. This is just the same as you have been completing for each end of content area test, so you will be familiar with the structure.</p> <p>You should use all our learning from lessons which is in your purple folders. These have everything you need to know in them.</p> <p><b>CA1: Child development</b>                  Areas of Development – Physical (fine &amp; gross), communication &amp; language (expressive and receptive), social and emotional (friends and feelings) and cognitive (thinking and remembering).                  Milestones – years and meeting the expected standards</p> <p><b>CA2: Factors that influence the child’s development</b>                  Biological v Environmental – examples of each                  Nature v Nurture – examples of each                  Transitions – Expected v Non-expected – examples of each                  Effects of transitions – Sleep, illness, lack of energy / interest and feeding</p> <p><b>CA3: Care routines, play and activities to support the child</b>                  Care routines – sleep &amp; rest; physical activity; balanced diet; clothing &amp; footwear; personal hygiene; safe and stimulating environment.                  Play activities – Physical; creative; imaginative &amp; sensory.                  Role of EYP – Before, during and after play</p>
<b>Resources to help you revise:</b>	<p><b>Content Area Revision for Year 10 Mock 1:</b>                  CA1 - <a href="#">Content Area 1</a>                  CA2 - <a href="#">Content Area 2</a>                  CA3 – <a href="#">Content Area 3</a>                  CA 1 – 3 only: <a href="#">Knowledge-Organisers-Child-Dev.pdf</a></p> <p><b>Content Area 1-9 Revision for real exam:</b>                  Child Development and Care Folder - <a href="#">Child Development</a>                  Containing information for all content areas 1-9</p> <p>Content Area Revision for full exam:  <a href="#">Knowledge-Organisers-Child-Dev.pdf</a></p> <p>Your purple folders are the main source of revision – please use these for everything you need to know in the exam.</p>



<b>Course</b>	EDEXCEL Art & Design Three-Dimensional Design (3D Design)												
<b>Exam Length</b>	<b>Mock: 5 Hours January 2026</b> <i>REAL GCSE: 10 hours April 2027</i>												
<b>Examination and content:</b>	Mock Exam – <b>Natural Forms Clay tile making</b>												
<b>Resources to support you:</b>	<p><b>The exam will be a practical based session of clay tile making based on natural forms influenced by artists + designers: Barbara Hepworth, Chris Gryder, Peter Randall Paige, Karl Blossfeldt</b></p> <p>This is one of the outcomes for your coursework project (component 1. To prepare, you should ensure all sketchbook folder work and preparation tasks are complete, and you have developed your design ideas as supported in lessons by your teacher with reference to the artist and designers above.</p>												
<p><i>The practical exam is COMPONENT 1 coursework</i></p> <p><i>The coursework component is worth 60% of your GCSE</i></p> <p><i>Coursework includes everything from year 10 and year 11 and you will not be working on this in class after DECEMBER 2024 as your exam theme will start in JANUARY 2025</i></p> <p><i>Evidence needs to meet the four assessment objectives AO1, AO2, AO3 and AO4.</i></p> <div style="border: 1px solid black; padding: 5px;"> <table border="0" style="width: 100%; font-size: 8px;"> <tr> <td style="width: 15%; border: 1px solid black; padding: 2px;"><b>A01</b> <b>Develop</b></td> <td style="padding: 2px;">Develop ideas through investigations, demonstrating critical understanding of sources.</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 6px;">ARTISTS</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;"><b>A02</b> <b>Refine</b></td> <td style="padding: 2px;">Refine work by exploring ideas, selecting &amp; experimenting with appropriate media, materials, techniques &amp; processes.</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 6px;">EXPERIMENT</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;"><b>A03</b> <b>Record</b></td> <td style="padding: 2px;">Record ideas, observations &amp; insights relevant to intentions as work progresses.</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 6px;">OBSERVATIONS</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;"><b>A04</b> <b>Present</b></td> <td style="padding: 2px;">Present personal &amp; meaningful responses that realise intentions &amp; demonstrate understanding of visual language.</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: 6px;">OUTCOMES</td> </tr> </table> </div>	<b>A01</b> <b>Develop</b>	Develop ideas through investigations, demonstrating critical understanding of sources.	ARTISTS	<b>A02</b> <b>Refine</b>	Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.	EXPERIMENT	<b>A03</b> <b>Record</b>	Record ideas, observations & insights relevant to intentions as work progresses.	OBSERVATIONS	<b>A04</b> <b>Present</b>	Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.	OUTCOMES	<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p><b>Skills that you will be asked to show are:</b></p> <ul style="list-style-type: none"> <li>Developing creative final ideas</li> <li>Experimentation with artists techniques</li> <li>Working in 3D</li> <li>Using tools and equipment safely</li> <li>Working with a range of materials and processes including clay</li> <li>Responding to the work of others though making</li> <li>Investigating functional objects</li> </ul>
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## Resources to help you revise:

Sketchbook example pages/pacing plan to be used to support evidence and order of work expected for the whole project. These are found on TEAMS and in your sketchbooks + in the classroom

Use the links below the checklist for the Seahaven 3D Design GCSE support booklet, Knowledge Organisers and other resources online that can help you.

[TEAMs assignments](#)

[3D Design Knowledge Organisers](#)

[3D Design GCSE Support Handbook](#)

[BBC Bitesize Art + Design](#)

[The Arty Teacher](#)

[United learning Continuity Oak sessions](#)



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<b>Course</b>	AQA GCSE Drama
<b>Exam Length</b>	Mock Practical- Devised Drama- Component 2 – in groups - 5 hour Written Mock-Paper 1- Component 1 1 hour
<b>Examination and content:</b>	<p><b>Component 1</b></p> <p><b>Understanding Drama</b></p> <p><b>Section A</b> Theatre Roles and Terminology: Multiple choice x 4 questions 4 marks total</p> <p><b>Section B</b> Study of set play: Blood Brothers Reading an extract and answering 4-part question 48 marks total</p> <p><b>Section C-</b> to be completed later in the year</p>
<b>Resources to help you revise:</b>	<p><a href="#">Preparing for the written exam - How to answer set text exam questions - AQA - GCSE Drama Revision - AQA - BBC Bitesize</a></p> <p><a href="#">Director and performers - Theatre roles - AQA - GCSE Drama Revision - AQA - BBC Bitesize</a></p> <p><a href="#">Social, cultural and historical context - Characteristics of a dramatic work - AQA - GCSE Drama Revision - AQA - BBC Bitesize</a></p> <p><a href="#">Staging - Staging - AQA - GCSE Drama Revision - AQA - BBC Bitesize</a></p> <p><a href="#">Stage positioning - Stage positioning - AQA - GCSE Drama Revision - AQA - BBC Bitesize</a></p> <p><a href="#">How performers use their body - Physical skills for interpreting a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize</a></p> <p><a href="#">How performers use their voice - Vocal interpretation of a character - AQA - GCSE Drama Revision - AQA - BBC Bitesize</a></p>



<b>Course &amp; Exam Length</b>	AQA English <b>Language Paper 1: 1hr 45mins</b> <b>Literature Paper 1: 1hr 45mins (End of Year only)</b>
<b>Examination and content:</b>	<p><b>Language Paper 1:</b></p> <p><b>Reading</b> (40 marks) (25%) – one text</p> <ul style="list-style-type: none"> <li>• 1 short form question (1 x 4 marks)</li> <li>• 2 longer form questions (2 x 8 marks)</li> <li>• 1 extended question (1 x 20 marks)</li> </ul> <p><b>Writing</b> (40 marks) (25%)</p> <p>1 extended writing question (24 marks for content, 16 marks for technical accuracy)</p> <p><b>Literature Paper 1:</b></p> <p><b>Section A: Shakespeare – 30 marks (AO1, AO2, AO3) + 4 marks (AO4)</b> Students will answer one essay question on their studied Shakespearean text, Macbeth.</p> <p><b>Section B: The 19<sup>th</sup> Century Novel – 30 marks (AO1, AO2, AO3)</b> Students will answer one essay question on their studied 19<sup>th</sup> Century text, A Christmas Carol.</p>

## Resources to help you revise:

School Revision Folder: [Year 11 Revision Resources](#)

English Language:

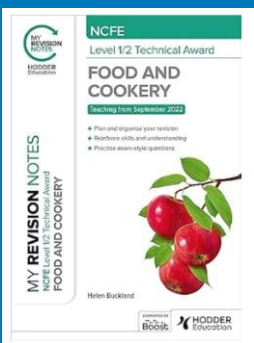
Online Revision Sites:

<p><b>Mr Bruff</b></p> <p><a href="https://www.youtube.com/user/mrbruff">https://www.youtube.com/user/mrbruff</a></p>	<p><b>Physics and Maths Tutor</b></p> <p><a href="https://www.physicsandmathstutor.com/english-revision/gcse-aqa/">https://www.physicsandmathstutor.com/english-revision/gcse-aqa/</a></p>
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English Literature:

Knowledge Organisers:		
<b>Paper 1</b>	Macbeth	<a href="#">macbeth knowledge organiser.pdf</a>
<b>Paper 1</b>	A Christmas Carol	<a href="#">acc knowledge organiser.pdf</a>

<b>Course</b>	NCFE Level 1 / 2 Food and Cookery
<b>Exam Length</b>	<p><b>Mock Exam January 2026 – 1 hour /75 marks</b></p> <p><i>Real Exam – 1 hour and 30 Minutes /80marks (40% of the award)</i></p>
<b>Examination and content:</b>	<p><b>Content area 1: Health and Safety relating to food, nutrition and the cooking environment.</b></p> <ul style="list-style-type: none"> <li>• Safe and hygienic working practices</li> <li>• Potential hazards and risks in the cooking environment</li> <li>• Hazards Analysis and Critical Control Point (HACCP)</li> <li>• Minimising the risk in the cooking environment</li> <li>• Safe and hygienic working practices when using cooking equipment and utensils</li> </ul> <p><b>Content areas 2: Food legislation and food provenance</b></p> <ul style="list-style-type: none"> <li>• The food Standards Agency (FSA)</li> <li>• Food provenance</li> <li>• Food transportation</li> <li>• Food processing</li> <li>• Food manufacturing</li> </ul> <p><b>Content area 3: Food groups, key nutrients, and a balanced diet.</b></p> <ul style="list-style-type: none"> <li>• Food groups</li> <li>• The components of a balanced diet</li> <li>• Nutrients</li> <li>• Nutrient imbalances</li> <li>• Fibre</li> <li>• Nutritional requirements for different groups of people</li> <li>• Food-related health conditions</li> <li>• Nutritional information on food labels</li> </ul>
<b>Resources to help you revise:</b>	<p>Written exam will be made up of questions that use pictures as a starting point for answers, multiple choice, short answer and longer written answers based on the content areas 1-3 which has been covered this year in your Class workbooks</p> <p><a href="#">NCFE – past papers and learner support portal</a></p> <p><a href="https://www.ncfe.org.uk/customer-and-learner-support/learner-support/past-papers/">https://www.ncfe.org.uk/customer-and-learner-support/learner-support/past-papers/</a></p> <p><a href="#">SENECA REVISION</a></p> <p><a href="#">BBC Bitesize FOOD</a></p>



<b>Course</b>	Edexcel GCSE French
<b>Examination and content:</b>	<p><b><u>Year 10 mid-year (Foundation &amp; Higher on one paper)</u></b></p> <p>Reading &amp; Writing 75mins</p> <p>Listening 25mins</p> <p>(There is no speaking exam in the Year 10 mid-year)</p> <p><b><u>End of Year10 (Foundation &amp; Higher separate papers)</u></b></p> <p>Speaking F 7-9mins/H 10-12mins (+15mins preparation time)</p> <p>Listening F 45mins/H 60mins (+5mins reading time)</p> <p>Reading F 45mins/H 60mins</p> <p>Writing F 75mins/H 80mins</p> <p><b>Foundation will cover Grades 1-5 and Higher will cover Grades 4-9</b></p>
	<p><b>Speaking – individual 1-1 slots with the class teacher</b></p> <p>14 mins preparation time</p> <p>1 min read aloud practice</p> <p>Exam = read aloud, role play and photo/conversation</p> <p>The photo/conversation theme will be decided 2 weeks in advance</p> <p><b>Listening</b></p> <p>Use the reading time at the start to carefully read through the paper. For each question - check the instructions e.g. is it: multiple choice/select from a list/writing answers/a specific amount of detail required.</p> <p>Note any useful vocab/translations.</p> <p>Ensure that you answer every question – you will hear each recording three times.</p> <p>Ensure that you answer the dictation in French (all other answers will be in English)</p> <p><b>Reading</b></p> <p>Use a couple of minutes to carefully read though the paper – starting with the translation into English at the back</p> <p>For each question - check the instructions e.g. is it: multiple choice/select from a list/writing answers/a specific amount of detail</p>

	<p>required. Note any useful vocab/translations.</p> <p>Ensure that you answer every question – you can answer the reading section in any order</p> <p><b>Writing Foundation</b></p> <p>Question 1 photo Write 4 'il y a + noun' sentences about the photo – remember to keep it simple. If you choose to use a different style of sentence, make sure there is a verb.</p> <p>Question 2 40-50 words Ensure you write about all 3 bullet points with a variety of opinions and appropriate tenses</p> <p>Question 3 80-90words Ensure you include all bullet points, a variety of opinions and three tenses. This is also your opportunity to use sophisticated language/super structures where they are relevant. Remember QuACNOTs – Qualifiers, Adjectives, Connectives, Negatives, Opinions &amp; Time expressions and sequencers.</p> <p>Question 4 – translation into French Read the translation carefully – this is marked overall so have a go at it all.</p> <p><b>Higher</b></p> <p>Question 1 &amp; 2 80-90words &amp; 130-150words Ensure you include all bullet points, a variety of opinions and three tenses. This is also your opportunity to use sophisticated language/super structures where they are relevant. Remember QuACNOTs – Qualifiers, Adjectives, Connectives, Negatives, Opinions &amp; Time expressions and sequencers.</p> <p>Question 3 translation into French Read the translation carefully – this is marked overall so have a go at it all.</p>
<p><b>Resources to help you revise:</b></p>	<p>1. Language Nut* <a href="http://www.languagenut.com">www.languagenut.com</a></p> <p>There will be additional revision assignments on <a href="http://www.languagenut.com">www.languagenut.com</a> which will cover work completed in Units 1-4 along with some revision of the basics and grammar tasks. This will be for you to dip in and out of and will remain open until the end of the Exam period.</p>

<b>Course</b>	AQA GCSE Geography
<b>Exam Length</b>	Paper 1 -1 hr 30 mins Paper 2/3 1 Hour 30 mins Equipment reminder: Always have a pencil, ruler, and calculator alongside your normal equipment in your geography exam.
<b>Examination and content:</b>	<p><b>Paper 1</b>            Challenge of natural hazards</p> <ul style="list-style-type: none"> <li>• Tectonic Hazards</li> <li>• Tropical Storms</li> <li>• Extreme weather in the UK</li> <li>• Climate Change</li> </ul> <p>Living World</p> <ul style="list-style-type: none"> <li>• Ecosystems/Biomes</li> <li>• Global atmospheric circulation model</li> <li>• Rainforests</li> <li>• Deserts</li> </ul> <p>Physical landscapes in the UK</p> <ul style="list-style-type: none"> <li>• Coasts</li> <li>• Rivers</li> </ul> <p><b>Paper 3</b>            Geographical Skills – example 6 fig grid references</p>
<b>Resources to help you revise:</b>	<p><b>Recommended Revision Guide:</b> CGP GCSE AQA Geography (9-1) NEW Revision Guide: <a href="#">Amazon Link</a></p> <p><b>Past Papers:</b> <a href="#">AQA Link</a></p> <p><b>Resources to help revision:</b></p> <ul style="list-style-type: none"> <li>• AQA Geography Seneca Course: <a href="#">Free Homework &amp; Revision for A Level, GCSE, KS3 &amp; KS2 (senecalearning.com)</a></li> <li>• Recommended Revision Guide: CGP GCSE AQA Geography (9-1) NEW Revision Guide: <a href="#">Amazon Link</a></li> <li>• Past Papers: <a href="#">AQA Link</a></li> <li>• <a href="#">United Learning Curriculum platform:</a></li> </ul> <p>Paper 1: Knowledge Organiser (Year 10)</p> <p><b>Please note that not all modules are being tested in the PPE, as we still have some of the course content left to cover. When completing past papers please be mindful of this so you are only completing sections which are in the PPE.</b></p> <p><b>Please see below for the PPE content. Topics, case studies and examples</b></p> <p><b>Paper 1:</b>  <b>Natural Hazards (CFP 1-11)</b></p> <ul style="list-style-type: none"> <li>• Tectonic Hazards</li> <li>• Plate boundaries</li> <li>• Case study Haiti and New Zealand</li> </ul>



- Effects and Responses
- Tropical Storms (**CGP 12-27**)
- Case study Typhoon Haiyan
- Extreme weather in the UK

**Climate Change (CGP 28-36)**

- Evidence
- Global effects
- Mitigation
- Adaptation

**Living World**

- Local Ecosystems
- Food webs
- Food chains
- Ecosystems and Biomes
- Tropical Rainforest
- Hot Deserts

**Paper 3: Geographical Skills – example 6 fig grid references**

All KS4 Geography lessons can be found on the curriculum website:

[Curriculum - Curriculum \(unitedlearning.org.uk\)](http://Curriculum - Curriculum (unitedlearning.org.uk))

**Skills:** There will also be a range of skills questions on the paper. The skills could be based on:

- Map skills – Grid references, scale, relief, describing maps, identifying features on maps.
- Graphs – Describing, constructing and analyzing graphs.
- Numerical skills – correlation, frequency, ratio, magnitude, area
- Statistical skills – mean, mode, median, range, % increase/decrease.

**Additional Video Links for Revision Support:**

**Paper 1:**

**Natural Hazards**

What is a natural hazard -

<https://www.bing.com/videos/riverview/relatedvideo?&q=natyral+hazards&adlt=strict&mid=EBC6CF679092257EF374EBC6CF679092257EF374&&FORM=VRD GAR>

**Tectonic Hazards**

Mantle and convection currents [https://www.youtube.com/watch?v=p0dWF\\_3PYh4](https://www.youtube.com/watch?v=p0dWF_3PYh4) or [PLATE TECTONICS - Bing video](#)

Continental drift or [plate tectonics \(youtube.com\)](#)

Plate boundaries - [Bing Videos](#) or [Geography | KS3 | Explain This... | Plate Tectonics | BBC Teach \(youtube.com\)](#) or [Plate Tectonics Theory Lesson \(youtube.com\)](#)

Earthquakes – causes and effects [Bing Videos](#) or [Bing Videos](#)

Haiti - [Bing Videos](#) or [Bing Videos](#) or [Bing Videos](#)

New Zealand - [Christchurch Earthquake Feb 2011 - Hamish Clark TV3 New Zealand \(youtube.com\)](#)

Comparing Earthquakes (Haiti vs Japan but useful) - [Bing Videos](#)

MPP Earthquakes - <https://www.youtube.com/watch?v=1ciJrYWdeO4>

Reducing Hazards - [Bing Videos](#) or <https://tse1.mm.bing.net/th?&id=OVP.nl1Df-JcSdgAU1CFTolgdwEsDh&w=320&h=180&c=7&pid=1.7&rs=1>

Living with tectonic hazards - [JDW SkyPartnership landscape - updated version \(youtube.com\)](#)

### **Tropical Storms**

Global atmospheric circulation model - [Atmospheric Circulation \(youtube.com\)](#)

Hurricanes/Tropical Storms - [Curse of the Golden Paw | Compare the Market \(youtube.com\)](#) and [What are hurricanes, typhoons and tropical cyclones? \(youtube.com\)](#) or [Bing Videos](#)

Coriolis effect - [Hurricanes 101 | National Geographic \(youtube.com\)](#)

Formation of a tropical storm - [Bing Videos](#) or [Bing Videos](#)

Typhoon Haiyan - [Bing Videos](#) or [Bing Videos](#)

Reducing effects of tropical storms - [Bing Videos](#) and [Bing Videos](#) or [Extreme weather 2018 - more in 10 years than in decades \(UK\) - BBC News - 2nd November 2018 \(youtube.com\)](#)

### **Extreme Weather in the UK**

Extreme weather in the UK - [Bing Videos](#) or [Bing Videos](#)

Is our weather more extreme - [Extreme weather 2018 - Taking its toll \(UK\) - ITV News - 26th July 2018 \(youtube.com\)](#)

Understanding extreme weather met office - [Exploring extreme weather - lesson plan - Met Office](#)

Understanding weather warnings - [Second red warning 18/02/22 \(youtube.com\)](#)

What Somerset is like - [The Somerset Levels & Moors \(youtube.com\)](#)

Effects of Flooding Somerset levels - [Somerset Levels still suffering under the floods \(youtube.com\)](#)

Somerset levels case study - [Bing Videos](#)

Managing Somerset levels floods - [16x9 BG USGROWTHTRUST 20sec VO Subs \(youtube.com\)](#)

Storm Eunice - [Storm Eunice: 122mph record winds batter UK - YouTube](#)

### **Climate Change**

Evidence of climate change -

<https://www.bing.com/videos/riverview/relatedvideo?q=evidence+of+climate+change+geography&adlt=strict&view=riverview&mmscn=mtsc&mid=08A6DB46F864D42DA33A08A6DB46F864D42DA33A&&aps=0&FORM=VMSOVR> or

<https://www.bing.com/videos/riverview/relatedvideo?&q=evidence+of+climate+change+geography&adlt=strict&mid=7662FBB2F2212DF2D4537662FBB2F2212DF2D453&&FORM=VRDGAR>

Ice core samples - <https://www.youtube.com/watch?v=VjTsj-fi-p0>

Tree Rings - <https://www.bbc.co.uk/news/uk-wales-49742598.amp> and

<https://www.youtube.com/watch?v=xmZO7aRgcW4>

### **Physical causes of climate change**

Orbital change -

<https://www.bing.com/videos/search?q=Milankovitch+Cycles+Simple&adlt=strict&view=detail&mid=A1A7E1E06609EEABA85EA1A7E1E06609EEABA85E&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3DMilankovitch%2BCycles%2BSimple%26FORM%3DVRIBQP>

Sunspots – front fairs -

<https://www.bing.com/videos/riverview/relatedvideo?&q=frost+fairs+london&adlt=strict&mid=405A4F207EE942275AB6405A4F207EE942275AB6&&FORM=VRDGAR>

Volcanoes – Mount Tambora -

<https://www.bing.com/videos/riverview/relatedvideo?&q=frost+fairs+london&adlt=strict&mid=405A4F207EE942275AB6405A4F207EE942275AB6&&FORM=VRDGAR>

Human causes of climate change -

<https://www.bing.com/videos/riverview/relatedvideo?&q=human+causes+of+climate+change+time+for+geography&adlt=strict&mid=B5985114C38FA62E90F7B5985114C38FA62E90F7&&FORM=VRDGA R>

Enhances green house effect - <https://www.youtube.com/watch?v=SN5-DnOHQmE>

International agreements - <https://www.youtube.com/watch?v=5rFmYRXWVio>

Carbon capture - <https://www.youtube.com/watch?v=aHtbDmzjYgg>



Renewable energy -

<https://www.bing.com/videos/riverview/relatedvideo?&q=renewable+energy+geography&adlt=strict&mid=464589A86EBE20B743F2464589A86EBE20B743F2&&FORM=VRDGAR>

Fossil fuels and renewable energy - <https://www.bbc.co.uk/bitesize/articles/zntxgwx>

Adapting to climate change - <https://www.youtube.com/watch?v=BGKZqm7VwOs> and <https://www.youtube.com/watch?v=AkMnSgjkRq4>

Coral Bleaching - <https://www.youtube.com/watch?v=mQ10xBI8XMQ>

Effects of climate change - <https://www.youtube.com/watch?v=S7jpMG5DS4>

Climate change and the Maldives - <https://abcnews.go.com/International/facing-dire-sea-level-rise-threat-maldives-turns/story?id=80929487> and

<https://www.bing.com/videos/search?q=maldives+at+risk+of+climate+change&FORM=HDRSC6> and <https://www.youtube.com/watch?v=SCs-4c6Kd0>

Climate change UK positives - <https://www.youtube.com/watch?v=gnbsHbYjLGk>

Climate change UK negatives - <https://www.youtube.com/watch?v=B8L4BoDNJMc>

### Living World

Ecosystems - <https://www.youtube.com/watch?v=KkMilRb-Kz4>

Biomes - <https://www.youtube.com/watch?v=JPHqUxxyLsY>

Changes in ecosystem reintroducing wolves - <https://www.youtube.com/watch?v=lloe8y8rwJQ>

Global atmospheric circulation model - <https://www.youtube.com/watch?v=WXuGYSM2D8k>

Distribution of biomes - <https://www.youtube.com/watch?v=hly0ZlyPPDg>

Biomes Song -

<https://www.bing.com/videos/riverview/relatedvideo?q=biomes+song&mid=942131A2450660A95DFC942131A2450660A95DFC&FORM=VIRE>

### Tropical Rainforests

Introduction tropical rainforests -

<https://www.bing.com/videos/riverview/relatedvideo?q=time+for+geography+tropical+rainforests&adlt=strict&view=riverview&mmscn=mtsc&mid=DEBDE9BA57D8E7A6097FDEBDE9BA57D8E7A6097F&&aps=0&FORM=VMSOVR>

Characteristics of tropical rainforests -

<https://www.bing.com/videos/riverview/relatedvideo?q=time+for+geography+tropical+rainforests&adlt=strict&view=riverview&mmscn=mtsc&mid=67DF4C254D41A887CD6E67DF4C254D41A887CD6E&&aps=0&FORM=VMSOVR>

Adaptations in tropical rainforests -

<https://www.bing.com/videos/riverview/relatedvideo?q=time+for+geography+tropical+rainforests&adlt=strict&view=riverview&mmscn=mtsc&mid=9EAB2C87015AFAB945A99EAB2C87015AFAB945A9&&aps=0&FORM=VMSOVR>

Causes of deforestation -

<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+tropical+rainforests&adlt=strict&mid=824784DFC76438FBB371824784DFC76438FBB371&&FORM=VRDGAR>

Impacts of deforestation - [https://www.youtube.com/watch?v=k1Mk\\_fkpK84](https://www.youtube.com/watch?v=k1Mk_fkpK84)

Managing tropical rainforests - <https://tse1.mm.bing.net/th?id=OVP.12i4dOkpnDR-pPrAcR75gAHgFo&w=272&h=153&c=7&rs=1&qit=90&o=5&pid=1.7>

Sustainable logging - <https://www.youtube.com/watch?v=XMLEWOUQVbE>

Ecotourism - <https://www.youtube.com/watch?v=Fhx0QBnBtC8>

### Hot Deserts

Introduction into hot deserts -

<https://www.bing.com/videos/riverview/relatedvideo?q=time+for+geography+hot+deserts&adlt=strict&view=riverview&mmscn=mtsc&mid=A6E61008C0A091A1A185A6E61008C0A091A1A185&&aps=0&FORM=VMSOVR> and

<https://www.bing.com/videos/riverview/relatedvideo?q=time+for+geography+hot+deserts&adlt=stri>

[ct&view=riverview&mmscn=mtsc&mid=C7B74BF9FE0138B9AFACC7B74BF9FE0138B9AFAC&&aps=0&FORM=VMISOVR](https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&view=riverview&mmscn=mtsc&mid=C7B74BF9FE0138B9AFACC7B74BF9FE0138B9AFAC&&aps=0&FORM=VMISOVR)

Characteristics of hot deserts -

<https://www.bing.com/videos/riverview/relatedvideo?q=time+for+geography+hot+deserts&adlt=strict&view=riverview&mmscn=mtsc&mid=F4E6FF92A03291EAD277F4E6FF92A03291EAD277&&aps=0&FORM=VMISOVR>

Thar Desert -

<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&mid=AEF8E8FCEE0FB71AEF03AEF8E8FCEE0FB71AEF03&&FORM=VRDGAR> and  
<https://www.youtube.com/watch?v=vHJLOqU3Myc>

Challenge in hot deserts -

<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&mid=4CE92220579573781E744CE92220579573781E74&&FORM=VRDGAR>

Hot deserts overall revision - [Video 2 - Cold Traffic - FEB 24 \(youtube.com\)](#)

Adaptations -

<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&mid=F6A1530998682279EA83F6A1530998682279EA83&&FORM=VRDGAR>

Camel Song - [Bing Videos](#)

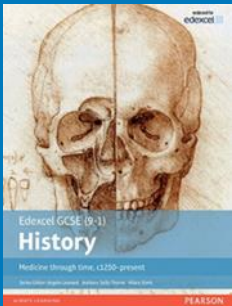
Causes of desertification -

<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&mid=61DFBEFF092F23BBE71F61DFBEFF092F23BBE71F&&FORM=VRDGAR> and  
<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&mid=90882E104BE0EFD94C8E90882E104BE0EFD94C8E&&FORM=VRDGAR>

Reducing desertification -

<https://www.bing.com/videos/riverview/relatedvideo?&q=time+for+geography+hot+deserts&adlt=strict&mid=AE554A02B84F07C72A81AE554A02B84F07C72A81&&FORM=VRDGAR>



<b>Course</b>	History Pearson Edexcel
<b>Examinations and Content:</b>	<b>Medicine Through Time 20% of GCSE</b>
<b>Resources to help you revise:</b>	For exam technique, please see the presentation on MS Teams AI-produced podcasts have now been made for all topics, available on MS Teams The night before all exams, United Learning will be running online sessions from 1700-1800 For Exam board information, click here: <a href="https://qualifications.pearson.com/en/home.html">https://qualifications.pearson.com/en/home.html</a>
<b>PAPERS</b>	<b>For specific revision on each paper. Please see below:</b>
Medicine 1250-present 	<ul style="list-style-type: none"> <li>• Department produced revision guides (in S26), self-marked using answers on teams.</li> <li>• Revision guides contain exam questions which teachers will mark and provide feedback.</li> <li>• Old booklets and related PowerPoints are available on teams – paper copies can be made on request.</li> <li>• Core Medicine Knowledge (Seneca): <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> <li>• Knowledge organizer quizzes (to self-mark) are also available in S28.</li> <li>• Online lessons can be found here: <a href="http://Curriculum - Curriculum (continuityoak.org.uk)">Curriculum - Curriculum (continuityoak.org.uk)</a></li> <li>• United learning online resources: <a href="http://Home - United Curriculum">Home - United Curriculum</a></li> <li>• AI-produced podcasts for the units below – also on MS Teams</li> </ul> <p>Medicine in Britain content:</p> <ul style="list-style-type: none"> <li>• Medieval Medicine, 1250-1500</li> <li>• Renaissance Medicine, 1500-1700</li> <li>• Industrial Medicine, 1700-1900</li> <li>• Modern Medicine, 1900 to present day</li> </ul> <p>Exam structure:</p> <ul style="list-style-type: none"> <li>• Q3 – Explain one way _____ were similar/different between (x2 time periods). Remember specific examples from both time periods and say why. (4 marks)</li> <li>• Q4 – Explain why.... Three paragraphs, detailed knowledge, precise analysis linking to the question. (12 marks)</li> <li>• Q5/6 – How far do you agree? Three paragraphs – for and against statement in the question. Choice of two questions. (16 marks + 4 SPAG). Plan with for and against table.</li> </ul>

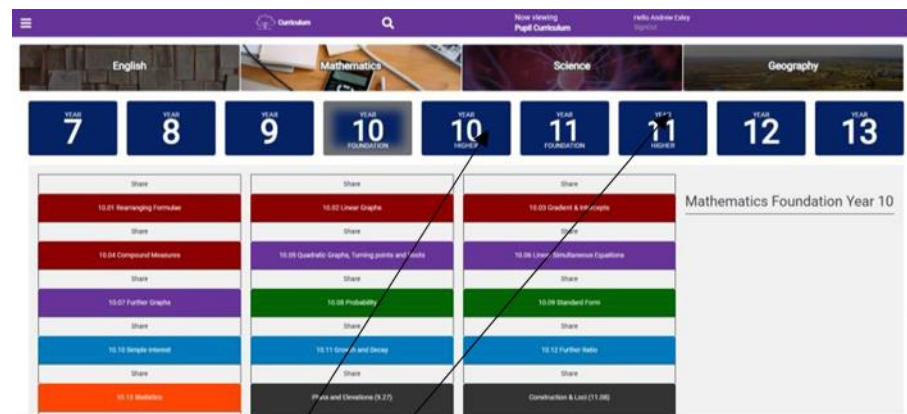


**Course and Exam Length**

Exam Board: EdExcel  
 Paper 1: Non-Calculator – 1 hour 30 mins  
 Paper 2: Calculator – 1 hour 30 mins  
 Paper 3: Calculator – 1 hour 30 mins

**Resources to help you revise:**

United Learning Resources: <https://curriculum.unitedlearning.org.uk/>



Use the Year 10 lessons to help with revision. The link above takes you to the UL Pupil page shown.

Each topic then has multiple video lessons included as shown below.



Click on the title to open the list of lessons.

**Links for further resources:**

[Spax](#)

Log in and use your account as normal.

[Corbettmaths](#)

Great selection of questions organised by topic. All have answers on the site.

	<p>Khan Academy: Maths lessons and practice</p> <p>Maths genie (also has video solutions)</p> <p>Tik Tok – watch 20 minute videos</p> <p>@mathsoeasy_jennifer</p>
<b>Intervention:</b>	<p>After school: Thursday catch up.</p>

Remember the key to Maths revision is **practising questions** for 15 minutes every day.



Year 10 Foundation End of Year Assessment Topics		SPARX
Solving equations and rearranging formulae	Solve linear equations up to and including those with the unknown on both sides of the equation. Changing the subjects of formulae.	U755, U325, U870, U505, U556, U221, U373
Linear Graphs	Recognise, plot and interpret straight line graphs. Find approximate solutions from graphs including real life graphs. Identify and interpret gradients and y intercepts including from the form $y = mx + c$ .	U789, U741, U933, U889, U638, U669, U315, U377, U477, U848, U862
Linear Simultaneous Equations	Solve two simultaneous equations algebraically and graphically. Derive two simultaneous equations from a situation in context.	U760, U757, U836, U137
Volume 2	Find and problem solve with volume of cubes, cuboids, prisms, cylinders, spheres, pyramids, cone and composite solids.	U786, U174, U915, U484, U116, U617, U426, U350, U543
Compound Measures	Interpret distance-time graphs. Change between standard units of measure and compound units of measure.	U914, U462, U896, U902, U388, U248, U468, U151, U256, U403, U914, U462, U966, U910, U527
Quadratics - graphical	Recognise, sketch and interpret graphs of quadratic functions. Find approximate solutions from graphs.	U989, U667, U601, U178, U963
Quadratics - algebraic	Factorise quadratic expressions and solve quadratic equations by factorising where the coefficient of $x^2$ is 1.	U228
Further graphs	Recognise and be able to sketch cubic, reciprocal, inverse, and direct proportion graphs.	U980, U593, U238
Probability 2	Work with experimental and theoretical probability, knowing that probability sums to 1. Use probability tree diagrams for independent and dependent events. Find probabilities from Venn diagrams.	U803, U408, U510, U280, U166, U683, U580, U476, U748, U104, U558, U729, U296, U369
Statistics 2	Understand and draw types of charts, including bar charts, pictograms, stem and leaf diagrams and pie charts. Calculate and problem solve with averages and range. Plot, read and use scatter graphs.	U981, U363, U557, U508, U172, U653, U506, U200, U909, U291, U260, U456, U526, U569, U854, U877, U717, U322, U162, U590, U193, U199, U277, U128
Standard Form	Convert between normal numbers and standard form. Calculate with standard form.	U330, U534, U290, U264, U161



Ratio 2	Convert between ratio, fractions, and percentages. Write, simplify, and combine ratios. Share amounts given a ratio. Problem solve with ratio.	U687, U577, U753, U176
Growth & Decay	Set up, solve and interpret the answer of growth and decay problems including compound interest. Compare simple and compound interest.	U332, U988
Pythagoras Review	Calculate a missing side length from a right angled triangle. Use three side lengths of a triangle to determine if it's right angled.	U851, U385
Bearings & Scale Drawings	Measure and draw bearings. Draw and interpret scale diagrams. Calculate bearings using angles rules.	U257, U525, U107

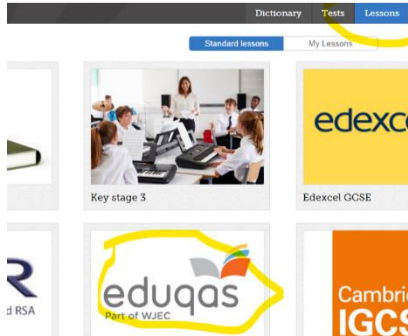
Year 10 Higher End of Year Assessment		SPARX
Topics		
Rearranging formulae	Changing the subjects of formulae including complex formulae involving fractions, roots and powers and where the subject appears on <b>both</b> sides of the formula	U556, U221, U373
Linear Graphs	Recognise, plot, and interpret straight line graphs. Find approximate solutions from graphs including real life graphs. Identify and interpret gradients and y intercepts including from the form $y = mx + c$ .	U789, U741, U933, U889, U638, U238, U669, U315, U377, U477, U848, U862, U898
Linear Simultaneous Equations	Solve two simultaneous equations algebraically and graphically. Derive two simultaneous equations from a situation in context.	U760, U757, U836, U137
Volume 2	Find and problem solve with volume of cubes, cuboids, prisms, cylinders, spheres, pyramids, cone and composite solids.	U786, U174, U915, U484, U116, U617, U426, U350, U543
Compound Measures	Interpret distance-time graphs. Change between standard units of measure and compound units of measure.	U914, U462, U896, U902, U388, U248, U468, U151, U256, U403, U910, U527
Quadratics - graphical	Recognise, sketch and interpret graphs of quadratic functions, including where rearranging is needed. Find approximate solutions from graphs.	U989, U667, U601, U178, U963
Quadratics - algebraic	Factorise quadratic expressions and solve quadratic equations by factorising where the coefficient of $x^2$ is $\geq 1$ . Factorise by completing the square or using the quadratic formula. Deduce turning points. Use factorisation to simplify algebraic fractions. Multiply, divide, add and subtract algebraic fractions.	U228
Further graphs	Recognise and be able to sketch cubic, reciprocal, inverse, and direct proportion graphs. Expand triple brackets.	U980, U593, U238
Probability 2	Work with experimental and theoretical probability, knowing that probability sums to 1. Use probability tree diagrams for independent and dependent events, including conditional probability and tree diagrams with algebraic expressions. Find probabilities from Venn diagrams.	U803, U408, U510, U280, U166, U683, U580, U476, U748, U104, U558, U729, U296, U369

Statistics 2	Understand and draw types of charts, including bar charts, pictograms, stem and leaf diagrams and pie charts. Calculate and problem solve with averages and range. Plot, read and use scatter graphs.	U981, U363, U557, U508, U172, U653, U506, U200, U909, U291, U260, U456, U526, U569, U854, U877, U717, U322, U162, U590, U193, U199, U277, U128
Cumulative Frequency and Box Plots	Calculate cumulative frequency. Draw and interpret cumulative frequency graphs. Draw, interpret and compare box plots. Find the range, quartiles and inter-quartile range.	U642, U182, U837, U879, U507
Standard Form	Convert between normal numbers and standard form. Calculate with standard form.	U330, U534, U290, U264, U161
Growth & Decay	Set up, solve and interpret the answer of growth and decay problems including compound interest. Compare simple and compound interest.	U332, U988
Ratio 2	Convert between ratio, fractions, and percentages. Write, simplify, and combine ratios. Share amounts given a ratio. Problem solve with ratio.	U687, U577, U176, U753, U921, U676, U865
Ratio 3	Solve complex multi-step problems involving algebraic terms.	U595
Similar shapes	Identify and use scale factors to find missing lengths in 2D and 3D shapes. Understand the effect of enlargement on angles, perimeter, area and volume of shapes and solids.	U551, U578, U630, U110, U350, U334
Algebraic proportion	Interpret equations and graphs that describe direct and inverse proportion. Construct equations for direct and inverse proportions including with word problems.	U640, U364, U238, U407, U138, U721, U357
Surds	Simplify and manipulate surds. Simplify surd expressions with factors that are square. Expand and simplify brackets with surds. Rationalise the denominator.	U633, U872, U338, U499, U707, U281
Right angled Trigonometry	Know the exact trig values. Find unknown lengths and angles using the sin, cos and tan.	U605, U283, U545, U627

<b>Course</b>	EDUQAS GCSE Music
<b>Exam Length</b>	<p><b>Component 1 Performing (recording to take place in class)</b></p> <p><b>Component 2 Composing: completion of 1<sup>st</sup> draft of composition 1.</b></p> <p><b>Component 3: Appraising</b> Written examination: 1 hour 15 minutes (approximately) 40% of qualification</p>
<b>Examination and content:</b>	<p><b>Component 1 Performing</b></p> <p>Total duration of performances 4-6 minutes</p> <p>Performance of ensemble or solo piece with submitted score (2 pieces for final submission)</p> <p>Non-exam assessment: internally assessed, externally moderated 30% of qualification 72 marks. One performance must be an ensemble.</p> <p><b>Component 2 Composing</b></p> <p>Total duration of compositions: 3-6 minutes</p> <p>Non-exam assessment: internally assessed, externally moderated 30% of qualification 72 marks. Students are composing a song based on Area of study 4: Popular Music.</p> <p>Your composition needs to be structured, have musical ideas that are developed and elements of music that are contrasted to create musical interest</p> <p>Students are to produce a written commentary on their composition</p> <p><b>Component 3 is assessed via a listening examination.</b></p> <p>Appraising Written examination: 1 hour 15 minutes (approximately) 40% of qualification</p> <p>Eight questions in total, two on each of the four areas of study.</p> <p>Area of study 1: Musical Forms and Devices</p> <p>Area of study 2: Music for Ensemble</p> <p>Area of study 3: Film Music Area of study</p> <p>Area of study 4: Popular Music Two of the eight questions are based on extracts set by WJEC (Africa by Toto and Badinerie by JS Bach.</p>
<b>Resources to help you revise:</b>	<b>Detailed guidance for composition and performance units can be found in Class Notebook on TEAMS</b>

**Exam Walkthrough** [Eduqas GCSE Music Exam guidance for students.pptx \(live.com\)](#)

**Focus on Sound** [Focus on Sound | Focus on Sound](#) is the main resource to support your learning and revision.



Toto – Africa Knowledge Organiser [eduqas-ko-africa.pdf \(wjec.co.uk\)](#)

Bach - Badinerie Knowledge Organiser

AOS1 Musical Forms and Devices Knowledge Organiser [ko1-musical-form-and-devices\\_area-of-study-1.pdf \(wjec.co.uk\)](#)

AOS2 Music for Ensemble Knowledge Organiser [ko2-music-for-ensemble\\_area-of-study-2.pdf \(wjec.co.uk\)](#)

AOS3 Film Music Knowledge Organiser [ko3-film-music\\_area-of-study-3.pdf \(wjec.co.uk\)](#)

AOS4 Popular Music Knowledge Organiser [ko4-popular-music\\_area-of-study-4.pdf \(wjec.co.uk\)](#)

Glossary Musical Terms and Signs [ko5-music-terms-and-signs.pdf \(wjec.co.uk\)](#)

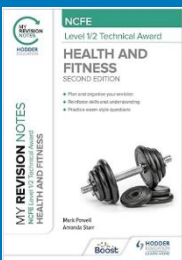
There are a number of useful videos on YouTube to support your revision [eduqas music gcse revision - YouTube](#)

[Musictheory.net](#) is very useful for developing your theoretical knowledge.

<p><b>Course</b></p>	<p>EDEXCEL Art &amp; Design                  Photography</p>									
<p><b>Exam Length</b></p>	<p><b>Mock: 5 Hours January 2026</b>  <i>REAL GCSE: 10 hours April 2027</i></p>									
<p><b>Examination and content:</b></p>	<p>Mock Exam Theme: Portrait/Destroy and Decay – John Rankin</p>									
<p><b>Resources to help you revise:</b></p> <p><i>The practical exam is COMPONENT 2</i></p> <p><i>The exam component on the theme yet to be published but is worth 40% of your final GCSE grade.</i></p> <p><i>Coursework from year 10 and year 11 make up the other 60%</i></p> <p><i>Evidence for both components needs to meet the four assessment objectives AO1, AO2, AO3 and AO4.</i></p> <table border="1" data-bbox="135 1339 459 1572"> <tr> <td><b>A01 Develop</b></td> <td>Develop ideas through investigations, demonstrating critical understanding of sources.</td> <td rowspan="4">ARTISTS EXPERIMENTS OBSERVATIONS DISCUSSIONS</td> </tr> <tr> <td><b>A02 Refine</b></td> <td>Refine work by exploring ideas, selecting &amp; experimenting with appropriate media, materials, techniques &amp; processes.</td> </tr> <tr> <td><b>A03 Record</b></td> <td>Record ideas, observations &amp; insights relevant to intentions as work progresses.</td> </tr> <tr> <td><b>A04 Present</b></td> <td>Present personal &amp; meaningful responses that realise intentions &amp; demonstrate understanding of visual language.</td> </tr> </table> <p>Use the links below the checklist for the Seahaven Photography GCSE support booklet, Knowledge Organisers and other resources online that can help you.</p>	<b>A01 Develop</b>	Develop ideas through investigations, demonstrating critical understanding of sources.	ARTISTS EXPERIMENTS OBSERVATIONS DISCUSSIONS	<b>A02 Refine</b>	Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.	<b>A03 Record</b>	Record ideas, observations & insights relevant to intentions as work progresses.	<b>A04 Present</b>	Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.	<p><b>June Mock exam preparation work</b></p> <p><b>Portrait/Destroy and Decay – John Rankin</b></p> <div data-bbox="662 810 1018 1037"> </div> <ul style="list-style-type: none"> <li>• Experimentation with photographic techniques</li> <li>• Using editing tools</li> <li>• Working with a range of digital processes</li> <li>• Responding to the work of others though making</li> </ul> <p><a href="#">BBC Bitesize Art + Design</a></p> <p><a href="#">The Arty Teacher</a></p> <p><a href="#">United learning Continuity Oak sessions</a></p> <p><a href="#">Photography Portfolio Template and Pacing Plan</a></p> <p><a href="#">KS4 Photography Knowledge Organisers</a></p>
<b>A01 Develop</b>	Develop ideas through investigations, demonstrating critical understanding of sources.	ARTISTS EXPERIMENTS OBSERVATIONS DISCUSSIONS								
<b>A02 Refine</b>	Refine work by exploring ideas, selecting & experimenting with appropriate media, materials, techniques & processes.									
<b>A03 Record</b>	Record ideas, observations & insights relevant to intentions as work progresses.									
<b>A04 Present</b>	Present personal & meaningful responses that realise intentions & demonstrate understanding of visual language.									



<b>Course</b>	NCFE Level 1 / 2 Health and Fitness
<b>Exam Length</b>	<b>Mock exam:</b> 1 hour ( /45) <b>Real exam:</b> 1 hour 30 minutes ( /80) worth 40% of the overall grade
<b>Examination and content:</b>	<p><b>Mock Exam in Year 10</b> – Content Areas 1-3:  Content area 1: Structure and function of body systems  Content area 2: Effects of health and fitness activities on the body  Content area 3: Health and fitness and the components of fitness</p> <p><b>Real Exam</b> – Content Areas 1-8:  The exam will be a mixture of multiple choice, short answer and long answer questions.</p> <p>Content area 1: Structure and function of body systems  Content area 2: Effects of health and fitness activities on the body  Content area 3: Health and fitness and the components of fitness  Content area 4: Principles of training  Content area 5: Testing and developing components of fitness  Content area 6: Impact of lifestyle on health and fitness  Content area 7: Applying health &amp; fitness analysis and setting goals  Content area 8: Structure of a health and fitness programme and how to prepare safely</p>
<b>Resources to help you revise:</b>	<p><b>Content Area Revision for Year 10 Mock 1:</b>  CA1 - <a href="#">Content Area 1 - Structure and function of body system</a>  CA2 - <a href="#">Content Area 2 - Effects of health and fitness activities on the body</a>  CA3 – <a href="#">Content Area 3 - Health and fitness and the components of fitness</a>  CA 1 – 3 only: <a href="#">Revision</a></p> <p><b>Content Area 1-9 Revision for real exam:</b>  Health and Fitness Folder - <a href="#">Year 10 NCFE</a></p> <p>Containing information for all content areas 1-9  Content Area Revision for full exam: <a href="#">Revision</a></p> <p>Your blue folders are the main source of revision – please use these for everything you need to know in the exam.</p> <p><a href="#">NCFE Level 1/2 Technical Award in Health and Fitness (1)   NCFE</a>  <a href="#">Health and Fitness (ncfe.org.uk)</a></p>



<b>Course</b>	AQA Religious Studies
<b>Exam Length</b>	Two exams 1hour 45mins
<b>Examination and content:</b>	<p>AQA Religious Studies A (split into two components)</p> <p><b>Component 1: The student of religions: beliefs, teaching and practices</b></p> <p><b>What's assessed:</b>            Beliefs, teachings and practices of two from:</p> <ul style="list-style-type: none"> <li>• Buddhism</li> <li>• Christianity</li> <li>• Catholic Christianity</li> <li>• Hinduism</li> <li>• Islam</li> <li>• Judaism</li> <li>• Sikhism</li> </ul> <p>Christianity and Catholic Christianity is a prohibited combinations.</p> <p><b>How it's assess:</b></p> <ul style="list-style-type: none"> <li>• Written exam 1hour 45 minutes</li> <li>• 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)</li> <li>• 50% GCSE</li> </ul> <p><b>Questions:</b>            Each religion has a common structure of two five-part questions of 1, 4, 6, and 12 marks            Each religion is marked out of 48</p> <p><b>Component 2: Thematic studies</b></p> <p><b>What's assessed:</b>            Either four religious, philosophical and ethical studies themes or two religious, philosophical and ethical studies themes and two textual studies themes.</p> <p>Religious, philosophical and ethical themes:</p> <ul style="list-style-type: none"> <li>• Theme A: Relationships and families</li> <li>• Theme B: Religion and life</li> <li>• Theme C: The existence of God and revelation</li> <li>• Theme D Religion, peace and conflict</li> <li>• Theme E: Religion, crime and punishment</li> <li>• Theme F: Religion, human rights and social justice</li> </ul> <p>Textual studies themes:</p> <ul style="list-style-type: none"> <li>• Theme G: St Mark's Gospel – the life of Jesus</li> <li>• Theme H: St Mark's as a source of religious, moral and spiritual truths</li> </ul> <p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Witten exam: 1hour 45 minutes</li> <li>• 96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)</li> <li>• 50% of GCSE</li> </ul>
<b>Resources to help you revise:</b>	<ul style="list-style-type: none"> <li>• Revision Guides – These have been provided to all students</li> <li>• Stachel One – All sessions will be uploaded to the platform for students to look at</li> <li>• Seneca – Homework is set weekly</li> <li>• BBC Bitesize – <a href="#">GCSE Religious Studies - AQA - BBC Bitesize</a></li> <li>• Past Papers</li> </ul>



<p><b>Course and Exam Length</b></p>	<p><b>Exam Board: AQA</b></p> <p><b>Biology Paper 1:</b> 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation)</p> <p><b>Chemistry Paper 1:</b> 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation)</p> <p><b>Physics Paper 1:</b> 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation)</p> <p><b>Biology Paper 2:</b> 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation)</p> <p><b>Chemistry Paper 2:</b> 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation)</p> <p><b>Physics Paper 2:</b> 1hr 15mins for combined; 1hr 45mins for triple (higher or foundation)</p>
<p><b>Examination and content:</b></p>	<p>All lessons are available on the link here:</p> <p>Remember to change to Key Stage 4 as the default is KS3.</p> <p><a href="https://curriculum.unitedlearning.org.uk/Curriculum">https://curriculum.unitedlearning.org.uk/Curriculum</a></p> <p><a href="https://continuityoak.org.uk/lessons">https://continuityoak.org.uk/lessons</a></p> <p><b>Year 10 work</b></p> <p><b>Biology Paper 1</b></p> <p>B1 – Cell biology B2 – Organisation B3 – Infection and response B4 - Bioenergetics</p> <p><b>Chemistry Paper 1</b></p> <p>C1 – Atomic structure and the periodic table C2 – Structure and bonding C3 – quantitative chemistry C4 – chemical changes</p> <p><b>Physics Paper 1</b></p> <p>P1 – Energy P2 – Electricity P3 – Matter P4 – Atom structure</p>
<p><b>Resources to help you revise:</b></p>	<ul style="list-style-type: none"> <li>• Exercise books and marked exam questions.</li> <li>• Revision guides</li> <li>• Seneca</li> </ul>



- Physics and Maths tutor [Physics & Maths Tutor \(physicsandmathstutor.com\)](http://physicsandmathstutor.com)
- Practice Papers
- BBC Bitesize
- <https://www.youtube.com/user/myGCSEscience>
- <http://www.aqa.org.uk/subjects/science/gcse>
- <https://www.youtube.com/playlist?list=PLijqQiSMHnP2aEdAajHRDsralGH9n3gHT>

### **Cognito science video clips:**

#### **Biology paper**

[GCSE Biology - Cell Types and Cell Structure #2 \(youtube.com\)](#)

[GCSE Biology - What is Microscopy? #5 \(youtube.com\)](#)

[GCSE Biology - What Is The Difference Between Light And Electron Microscopes? #6 \(youtube.com\)](#)

[GCSE Biology - Differentiation and Specialised Cells #10 - YouTube](#)

[GCSE Biology - What are Stem Cells? Difference Between Embryonic and Adult Stem Cells #11 - YouTube](#)

[What is Diffusion? How Does it Work? What Factors Affect it? #7 - YouTube](#)

[GCSE Biology - Active Transport #9 - YouTube](#)

[GCSE Biology - Osmosis #8 - YouTube](#)

[Binary Fission - How Do Bacteria Divide? #12 - YouTube](#)

[GCSE Biology - Cell cycles, Chromosomes & Mitosis #69 - YouTube](#)

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#### **Chemistry**

[GCSE Chemistry - Atoms & Ions #1 - YouTube](#)

[GCSE Chemistry - Elements, Isotopes & Relative Atomic Mass #2 - YouTube](#)

[GCSE Chemistry - Differences Between Compounds, Molecules & Mixtures #3 - YouTube](#)

[GCSE Chemistry - Filtration, Evaporation & Crystallisation #6](#)

[GCSE Chemistry - Fractional Distillation and Simple Distillation #50](#)

[GCSE Chemistry - History of the Model of the Atom #7](#)

[GCSE Chemistry - Electron Arrangement #8](#)

[GCSE Chemistry - Formation of Ions #13](#)



[GCSE Chemistry - What is Ionic Bonding? How Does Ionic Bonding Work? Ionic Bonds Explained #14](#)

[GCSE Chemistry - What is an Ionic Compound? Ionic Compounds Explained #15](#)

[GCSE Chemistry - Covalent Bonding #16](#)

[GCSE Chemistry - Properties of Simple Molecular Substances & Giant Covalent Structures #17](#)

[GCSE Chemistry - Allotropes of Carbon - Diamond and Graphite #18](#)

[GCSE Chemistry - Allotropes - Graphene and Fullerenes #19](#)

[GCSE Chemistry - Metallic Bonding #20](#)

### **Physics**

[GCSE Physics - Energy Stores, Transferring Energy & Work Done #1](#)

[GCSE Physics - Kinetic Energy #2](#)

[GCSE Physics - Gravity, Weight and GPE #3](#)

[GCSE Physics - Conservation of Energy #4 - YouTube](#)

[GCSE Physics - Conduction, Convection and Radiation #5](#)

[GCSE Physics - Reducing Energy Loss - Insulation / Lubrication / Aerodynamics #6](#)

[GCSE Physics - Power and Work Done #7](#)

[GCSE Physics - Efficiency #8](#)

[GCSE Physics - Introduction to Energy Sources #9](#)

[GCSE Physics - Wind and Solar #10 - YouTube](#)

[GCSE Physics - Geothermal Power #11](#)

[GCSE Physics - Biofuels #12](#)

[GCSE Physics - Hydroelectricity and Tidal Barrage #13](#)



<b>Revision Schedule</b>			
<b>Please note it is important to keep revisiting topics in science which has so much content.</b>			
<b>Department</b>		<b>Science</b>	
<b>Week 1 – Paper 1 content</b>			
<b>Focus</b>	<b>Method</b>	<b>Resource</b>	<b>Time</b>
Biology paper 1: Cell biology Organisation Infection and response Bioenergetics	Read revision notes/Seneca/watch revision videos and practice exam questions.	Oak links, knowledge organisers, Seneca, UL Curriculum HUB <a href="#">AQA   Resources   Past Papers &amp; AQA Mark Schemes</a>	30 minutes each evening
Chemistry paper 1: Atomic structure and the periodic table Structure and bonding Quantitative chemistry Chemical changes	Read revision notes/Seneca/watch revision videos and practice exam questions.	<a href="#">The Whole of AQA - ATOMIC STRUCTURE. GCSE 9-1 Chemistry or Combined Science Revision Topic 1 for C1</a>  <a href="#">The Whole of AQA - BONDING, STRUCTURE AND PROPERTIES. GCSE Chemistry or Combined Science Revision.</a>  <a href="#">The Whole of AQA -QUANTITATIVE CHEMISTRY. GCSE Chemistry or Combined Science Revision Topic 3 for C1</a>  <a href="#">The Whole of AQA - CHEMICAL CHANGES. GCSE 9-1 Chemistry or Combined Science Revision Topic 4 for C1</a>	30 minutes each evening
<b>Week 2 – Paper 1 content</b>			
<b>Focus</b>	<b>Method</b>	<b>Resource</b>	<b>Time</b>
Physics paper 1: Energy Electricity Matter	Read revision notes/Seneca/watch revision videos and practice exam questions.	<a href="#">The whole of AQA - ELECTRICITY. GCSE 9-1 Physics or Combined Science Revision Topic 2 for P1</a>	30 minutes each evening

# INFORMATION FOR TRAVEL AND TOURISM WILL BE PROVIDED SHORTLY



## Additional Support: Exam Stress and Mental Health

If you need further guidance or support, remember the layers of support which are on offer to you. You can talk to:

- Your class teacher
- Your tutor
- Your head of year
- The head of department for the subject

If you are concerned, stuck or feeling unsure of anything please get into with the school - **support is there if you need it.**

Further advice on supporting students through the exam period can be found here:

[NHS Advice on preparing for exams](#)

[Youngminds A guide for young people Exam Stress](#)

[Dfe – Coping with exam pressure – a guide for students](#)

### How can parents support?

Assessments and Exams can often be stressful. Here are some tips to help your child stay stress free during this time:

1. Talk about it – reassure them that feeling anxious or nervous about an exam is normal. Get them to focus on what they have been doing and to talk through how the exam or assessment has gone
2. Practice at home- work through practice papers at home and talk about what will happen during each exam
3. Be positive – speak positively about the exams, to help them be confident and relaxed to avoid stress and anxiety
4. Put things in perspective – remind them that it isn't the end of the world if they don't do as well as they'd hoped, the outcome doesn't define who they are or mean that they won't succeed
5. Look after yourself – young people pick up on stress from adults around them. Try to keep as calm as possible to support their well-being



### Self Help Tips:

- ✓ Remind yourself that it is okay to not feel 10/10
- ✓ Stay connected with people who make you feel good
- ✓ Remind yourself that not every feeling you have needs to be acted on
- ✓ It is okay to sit with a difficult emotion
- ✓ Make some plans to do something that you enjoy
- ✓ Deep breathing, relaxation, mindfulness moments can help to restore calmness

### Contacts in the community that you can use.

If I am in a crisis and need urgent support but can keep myself safe for now I will:

- Text **SHOUT to 85258** (24/7 text response – texts are free)
- Call **Childline** 0800 1111
- Log in to Childline for online chat <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>
- Tel: **Sussex Mental Health Helpline** 0800 0309 500 24 hours
- **Harmless** – [info@harmless.org.uk](mailto:info@harmless.org.uk) <http://www.harmless.org.uk/>
- **Papyrus HOPELineUK** (Suicide prevention charity) Tel: 0800 068 4141 (Mon-Friday 10-5pm & 7-10pm and Sat-Sun 2-5pm) Website [www.papyrus-uk.org](http://www.papyrus-uk.org)

### If you are in crisis and don't feel I can keep myself safe:

- Go to A&E
- Call 999 and ask for an ambulance
- Get someone else to take you to A&E and for them to call an ambulance



## Other useful contacts

### **Bullying UK Helpline**

Tel: 0808 800 2222 (Mon-Friday 9am-9pm; Sat-Sun 10am-3pm)

Website: <https://www.bullying.co.uk/>

### **Young Minds**

Mental health information and young peoples shared experiences.

<https://www.youngminds.org.uk>

### **Allsorts LGBTQI+**

Allsorts Youth Project listens to, connects & supports children & young people under 26 who are lesbian, gay, bisexual, trans or exploring their sexual identity

Tel: 01273 721211

Allsorts Youth Project

### **e-motion- East Sussex**

A free online counselling project for young people aged 12-18 years who live in East Sussex

[www.e-motion.org.uk](http://www.e-motion.org.uk)

### **i-rock, 14+**

i-Rock can offer you advice and support on emotional and mental wellbeing, jobs, education and housing

[irockeastsussex@spft.nhs.uk](mailto:irockeastsussex@spft.nhs.uk) <https://www.irocksussex.com/>

### **Calm Harm**

The Calm Harm App can be downloaded and used to help manage the urge to self-harm.

[Home - Calm Harm App](#)

### **Grassroots App**

The Stay Alive app is a suicide prevention resource, packed full of useful information and tools to help you stay safe in crisis.

[StayAlive - Essential suicide prevention for everyday life](#)

[Grassroots Suicide Prevention | Educating, Connecting, Campaigning](#)  
([prevent-suicide.org.uk](http://prevent-suicide.org.uk))





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