

Year 10

Mid-Year Assessment Countdown Booklet 2025/26



Head of Year
Mr Billinge

Resilience | Respect | Enthusiasm | Ambition | Determination



Irlam and Cadishead Academy

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A Message from Mr Smith

Dear Student,

This booklet has been designed to help you prepare effectively for your Year 10 Mid-Year Assessments, which will take place from **28th November - 8th December**. By this stage, you are already a quarter of the way through your GCSE courses, and these assessments are a great opportunity to demonstrate just how much progress you've made so far.

Your teachers will use the results to evaluate how well you are working towards your full potential and to identify any areas where you may need extra support. It is therefore essential that you prepare thoroughly and give your very best effort in every assessment.

Use the following pages to create a revision timetable that ensures you have reviewed all the relevant topics before your exams. If there are any areas or concepts you are unsure about, please speak to your teacher – they will be more than happy to provide additional guidance.

When revising, try to use a variety of techniques to help you retain information. This could include:

- Creating mind maps
- Writing and testing yourself on key term definitions
- Completing practice questions on Seneca or Sparx
- Making flashcards with key facts
- Watching educational YouTube videos

Combining different methods will help you feel confident and well-prepared. Don't forget to use your Knowledge Organisers too. For more revision advice, you can visit: [Top revision techniques for exams - BBC Bitesize](#).

Remember, the effort you put in now will be reflected in your results. Working hard at this stage will put you in a strong position for your End of Year Assessments, Year 11 mocks, and ultimately, your GCSEs.

We are all here to support you in reaching your full potential. If you have any questions or concerns, please speak to your subject teacher, form tutor, or Head of Year.

Good luck – you've got this!

All the best,



Mr Smith

Assistant Principal

Top Revision Tips

- **HABIT** - Get into the habit of working in a regular routine.
- **PLAN** - Plan your weekly revision, homework and leisure time on the timetables provided. Make sure you can realistically keep to the schedule that you have planned.
- **PLACE** - Make sure that you work in the best possible environment:
 - The room should be well lit to reduce eye strain
 - Quiet with few distractions – no TV or Phones. Sit on a chair at a table or desk rather than lounging on your bed or so close to a window that you might get distracted.
 - Identify a set time and place for studying – most people study best in the mornings and evenings, but you need to work out the best time for yourself.
- **ORGANISATION**
 - Be fully prepared. Books, paper, pens, drinks etc. should all be organised before you start.
 - Break each subject down into manageable chunks so that you can read over a topic once or twice in about 20 to 30 minutes. If you come across topics that you really don't understand, make a note of them and ask the subject teacher for help.
- **VARIETY** - Get some variety into your revision. Vary your use of revision materials: notes, revision cards, books, websites, podcasts and videos. Keep a record of what you have done in this booklet to make sure you cover all topics and don't avoid the more difficult ones.
 - Begin your revision by re-reading your notes from the previous session. This will improve your recall. At the end of the week revise the whole week's work. Revision should involve checking your notes and writing down the main points may help you learn them more than you would by just reading them.
 - As the exam draws nearer have 'key words' which trigger your memory.
 - Saying things out loud can help you to learn and can improve your use of appropriate vocabulary. It is important to test yourself after each piece of work. Identify some questions you might think will be on the paper and write an outline answer for each one.
- **RELAX** - Try to stop revising at least an hour before you go to bed. Relax to help you sleep. Working late will make you feel tired the next day. Only watch TV programmes that you enjoy rather than to fill in time. Get up early to make good use of your time.
- **HONESTY** - Always be honest with yourself. Teachers can help you but they cannot do the work for you. Ask for help when you need it.
- **PERSEVERE** - Don't give up: it really is not a long time and it will be worth it! Good luck!

English Language

English Language Paper 1 - 1 hour 45 minutes

Section A – 1 hour

Reading a fictional extract and answering four questions to show your understanding.

Question 1 – Multiple choice questions - 4 marks

Question 2 – How does the writer use language to...? - 8 marks

Question 3 – How does the writer structure the text to create a sense of _____(8 marks)

Question 4 – "Statement about the text" To what extent do you agree? - 20 marks

Section B – 45 minutes

Students will be asked to create a narrative or a descriptive piece, they will be given

an image, a title or a sentence as a stimulus. They must practise their writing regularly at home.

Here is a QR code you could refer to when revising for this paper:

English Language Paper 1



Maths

Maths Paper – 2 x 90 minutes Calculator and Non Calculator

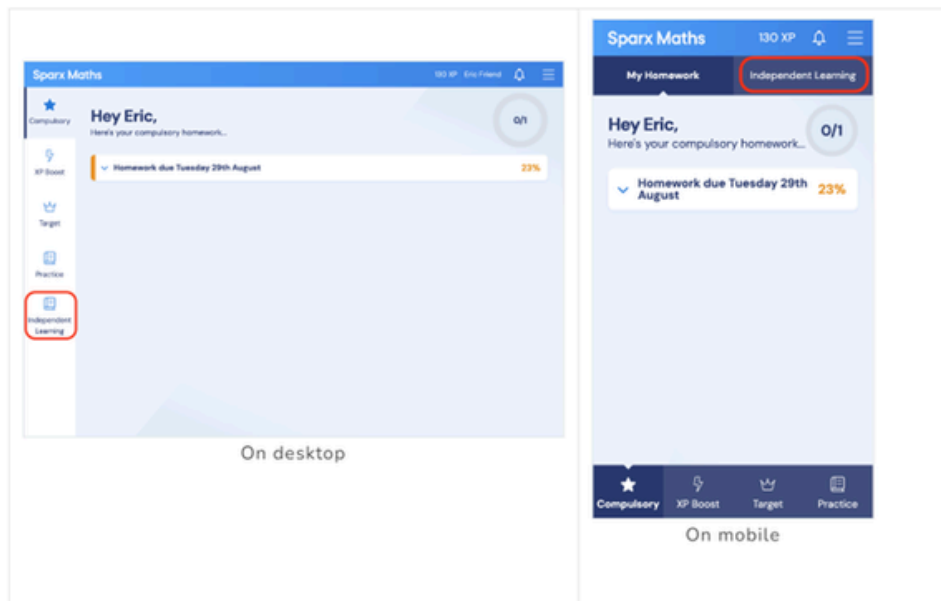
Topic	Sparx topics – highlight as you complete these clips using the independent learning function
Simplifying algebraic expressions	U105
Angles in Polygons	U427
Percentages	M476, M528, M264
Venn diagrams	M829
Transformations	U196, U799, U696
Simultaneous Equations	X645, X742
Ratio	M525, M478
Calculations with fractions	M835, M931, M157, M110, M645, M695, M684
Relative frequency	M206, M332
Timetables	M963

Maths

Revising Independently with SPARX

STEP ONE: Finding independent learning

When you log in you will see the independent learning feature in the top right hand corner (circled in red below).



You can choose to work on any topic by:

- Typing one of the following in the Search for topics field:
 - The name of a topic
 - A keyword
 - A code given to you in the list on page 5.
- Browse the content by clicking on one of the main Strands.

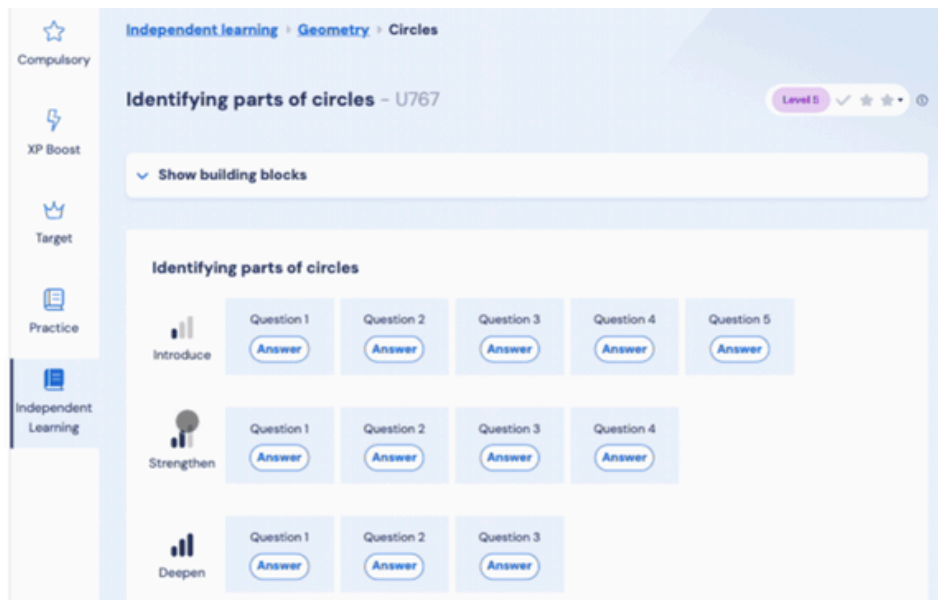
STEP TWO: Choosing the right work

The difficulty level will be in line with that of your normal homework.

You can choose to complete questions that introduce the topic if you don't remember much about it, strengthen the topic if you need a recap or deepen the topic if you are looking to increase your knowledge.

Revising Independently with SPARX

An example of this is shown on the right with the topic of circles.



You will see the difficulty level is set to 5 (in the top right corner) but you can change this if you are finding questions too hard or too difficult.

Combined Science

Science Paper – 2 x 50 min exams covering all topics below.

Paper 1 – Biology : B1 Cells

- eukaryotic and prokaryotic cells,
- microscopes,
- cell cycle and stem cells,
- diffusion/osmosis/active transport

Paper 2 – Physics: P1 Energy,P3 Particle Model

- Energy stores and transfers,
- energy calculations,
- SHC,
- power,
- efficiency,
- energy resources

Paper 1 - Chemistry: C1 Atomic Structure

- structure of the atom,
- development of the atomic model and Periodic Table,
- elements/mixtures/compounds,
- electronic configuration,
- group 0/1/7

Paper 2 – Physics: P2 Electricity

- particle and kinetic models,
- density calculations and investigations,
- changes of state,
- internal energy,
- specific latent heat,
- gases

Paper 1 - Chemistry: C2 Bonding

- ionic bonding and compounds,
- covalent bonding and compounds,
- metallic bonding and compounds,
- states of matter,
- polymers,
- carbon compounds

Working Scientifically

Separate Science

Exam Format: 3 x 1 hour 15 min exams covering all topics below.

Topics to be covered in the exam:

Paper 1

B1 Cells:

eukaryotic and prokaryotic cells,
microscopes,
cell cycle and stem cells,
diffusion/osmosis/active transport

B2 Organisation :

digestive system and enzymes,
circulatory system,
non-communicable diseases,
CHD,
cancer,
plant organisation
transpiration

Paper 2

Chemistry: C1 Atomic Structure

structure of the atom,
development of the atomic model and Periodic Table,
elements/mixtures/compounds,
electronic configuration,
group 0/1/7

Chemistry: C2 Bonding

ionic bonding and compounds,
covalent bonding and compounds,
metallic bonding and compounds,
states of matter,
polymers,
carbon compounds

Physics: P1 Energy

- Energy stores and transfers, energy calculations,
- SHC,
- power,
- efficiency,
- energy resources

Paper 3

Physics: P3 Particle Model

- particle and kinetic models,
- density calculations and investigations,
- changes of state,
- internal energy,
- specific latent heat,
- gases

Geography

Geography Paper – 1 x 55 minute exam covering Paper 1 - Living with the physical environment AQA: Section A- Natural Hazards

Topics Covered:

Natural Hazards

- Definition of a natural hazard.
- Types of natural hazard.
- Factors affecting hazard risk.

Tectonic hazards

- Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.
- Primary and secondary effects of a tectonic hazard.
- Immediate and long-term responses to a tectonic hazard.
- Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. - Chile 2010 and Nepal 2015
- Reasons why people continue to live in areas at risk from a tectonic hazard.
- How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.

Weather hazards

- General atmospheric circulation model: pressure belts and surface winds.
- Global distribution of tropical storms.
- Causes of tropical storms and the sequence of their formation and development.
- The structure and features of a tropical storm.
- How climate change might affect the distribution, frequency and intensity of tropical storms.
- Primary and secondary effects of tropical storms.
- Immediate and long-term responses to tropical storms.
- Use a named example of a tropical storm to show its effects and responses. - Typhoon Haiyan
- How monitoring, prediction, protection and planning can reduce the effects of tropical storms.
- An overview of types of weather hazard experienced in the UK.
- An example of a recent extreme weather event in the UK to illustrate-Beast from the East
 - causes
 - social, economic and environmental impacts
 - how management strategies can reduce risk.
- Evidence that weather is becoming more extreme in the UK

Geography

Geography Paper – 1 x 55 minute exam covering Paper 1 - Living with the physical environment AQA: Section A- Natural Hazards

Climate change

- Evidence for climate change from the beginning of the Quaternary period to the present day.
- Possible causes of climate change:
 - natural factors – orbital changes, volcanic activity and solar output
 - human factors – use of fossil fuels, agriculture and deforestation.
- Overview of the effects of climate change on people and the environment.
- Managing climate change:
 - mitigation – alternative energy production, carbon capture, planting trees, international agreements.
 - adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels

REVISION

- Use BBC Bitesize – Geography – AQA
- Make revision mind maps and notes to supplement your learning.
- Choose the 'Living with Natural Hazards' and 'The Living World' topics.
- <https://www.bbc.co.uk/bitesize/topics/zcdrbk7>

History

History Paper 1: Medicine in Britain, 1250-present day

Exam Questions Asked:

Q3) Explain one way in which X was similar/different to Y

(Identify one similarity or difference between two time periods, and support this with specific details from each period)

Q4) Explain why...

(Make clear why something happened [try to identify any reason/cause/factor] supporting your answer with relevant information

Q5/6) [Statement] How far do you agree? Explain your answer

(Reach a judgement about a statement by saying how much you agree and disagree with something. You should consider both sides of the argument and give detailed reasons for your judgement to make sure it is supported by an explanation.

Topics Covered:

Medieval medicine 1250-1500:

- Causes of disease in Medieval England
- Prevention and treatment in Medieval England
- The Black Death

Renaissance medicine 1500-1700:

- Causes of disease in the Renaissance
- Prevention and treatment in the Renaissance
- Vesalius and Harvey
- The Great Plague

Medicine in the 18th and 19th centuries 1700-1900:

- Smallpox
- Pasteur and Koch
- 19th Century hospitals and Florence Nightingale
- Anaesthetics
- Antiseptics
- New approaches to prevention of disease
- John Snow and Cholera

Medicine in modern Britain 1900 to present day:

- Modern medicine causes of disease
- Creation of the NHS
- Impact of science and technology in modern medicine
- Penicillin
- Treatment of Lung Cancer

Engineering

Content Area 1; Engineering disciplines

- **Engineering Disciplines**
- **Health and Safety**

Content Area 2; Applied science and maths in engineering

- **SI units of measurement**

Content Area 3; Reading Engineering Drawings

- **BS8888**

Content Area 4; Properties, characteristics and selection of engineering materials

- **Metals – Ferrous & Non-Ferrous. Thermal properties**
- **Woods / timbers**

Content area 5; engineering tools, equipment and machines.

- **Engineering tools & machines**

Content areas 6 & 7; Hand drawn and CAD engineering drawing.

- **Engineering drawings**
- **First and Third Angle projection**

Content Area 8; production planning techniques

- **Hazards**
- **Risks**
- **Control Measures**

Childcare

Content Area 1 – Child Development

- **Holistic development:** Children develop in connected areas – physical, cognitive, social & emotional, and language & communication.
- **Developmental milestones:** Typical progress patterns from birth to 5 years.
- **Physical development:** Growth, coordination, gross and fine motor skills.
- **Cognitive development:** Learning, memory, problem-solving, understanding cause & effect.
- **Social & emotional development:** Relationships, managing feelings, self-esteem.
- **Language & communication:** Listening, understanding, speaking, vocabulary growth.
- **Interrelationship:** One area of development affects others.
- **Variations:** Development rates differ due to individual, cultural, and environmental factors.

Content Area 2 – Factors Influencing Development

- **Nature vs nurture:** Biological vs environmental influences.
- **Biological factors:** Genetics, inherited influences, health conditions, disabilities.
- **Environmental factors:** Home, family, education, culture, income.
- **Social/emotional factors:** Parenting style, attachment, relationships.
- **Economic factors:** Poverty, nutrition, access to resources.
- **Transitions:** Starting school, new sibling, moving house.
- **Protective and risk factors:** Positive and negative influences on well-being.

Content Area 3 – Care Routines, Play and Activities

- **Care routines:** Feeding, toileting, sleep, hygiene, safety.
- **Purpose:** Promote health, comfort, and emotional security.
- **Play:** The main way children learn and develop.
- **Types of play:** Physical, creative, imaginative, sensory
- **Adult roles in play:** Observing, supporting, providing resources, ensuring safety.
- **How play supports development:** Physical, social, intellectual, and language skills.
- **Inclusion:** Activities should meet all children's needs, including those with additional needs.

Revision Links

Scan the links below to access the Padlet page for revision information for each subject

Drama



English



French



Childcare



History



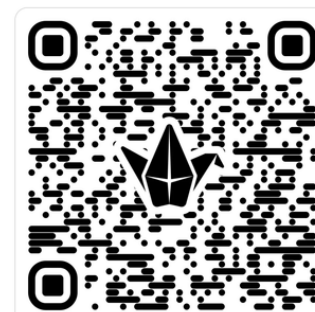
Geography



Sports Studies



Maths



Timetable

	Thursday 27/11/25	Friday 28/11/25	Monday 1/12/25	Tuesday 2/12/25	Wednesday 3/12/25	Thursday 4/12/25	Monday 8/12/25
07:45-09:00		Science	English	Maths	Drama, Engineering, Childcare, PRE	Science	Maths
Period 1 09:00 – 10.00	Normal Lessons	Creative I Media (Computer Room)	Science for Triple only – Paper 2 (combined students in normal lessons)	Maths	History	Science – Paper 3 – Triple Science – Paper 2 – Combined	Maths
Period 2 10.00 – 11.00	Normal Lessons	Sports Studies – Sportshall Music – Sportshall	Normal Lessons	Maths	Normal Lessons	Normal Lessons	Maths
Break							
Period 3 11.15 – 12.15	Normal Lessons	Normal Lessons	English Language (1 Hour 45)	Geography Booster	Engineering Drama (Computer room) Child Development	Normal Lessons	Normal Lessons
Period 4 12.15 – 13.15	Normal Lessons	Science Paper 1 – Triple & Combined	English Language (1 Hour 45)	Geography	Normal Lessons	French	Normal Lessons
Lunch							
Period 5 14.00– 15.00	Normal Lessons	Normal Lessons	Normal Lessons	Normal Lessons	PRE EXAM	Normal Lessons	Celebration
Period 6 15.00 – 16:00	Science	English	Maths	History	French	Maths	

My Revision Planner

Week:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9am							
10am							
11am							
12am							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							
9pm							

**Good
Luck!**



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