



Year 10 GCSE Information Evening

New GCSE's exams this year

Wave 1: First teaching from September 2025

The first set of new GCSEs began in September 2025 and will have their first awards in 2027.

Core subjects: New combined language and literature qualifications for English and Cymraeg, as well as a double-award qualification for Mathematics and Numeracy.

Other subjects: Art and Design, Business, Computer Science, Drama, Food and Nutrition, French, Geography, German, Music, Religious Studies, and Spanish.

Wave 2: First teaching from September 2026

The second set of new GCSEs will begin in September 2026, with the first awards in 2028.

Core subjects: New single and double-award Integrated Science qualifications. The existing GCSEs in Biology, Chemistry, and Physics will continue to be offered for at least three years alongside the new options.

Other subjects: Dance, Design and Technology, Digital Media and Film, Digital Technology, Health and Social Care and Childcare, History, Physical Education and Health, and Social Studies.

Exams vs NEA

NEA = Non Examined Assessment – assessments completed in school under different levels of control.

The percentage of NEA contributing towards the final grade in many subjects has increased.

Subjects have flexibility over planning when in the two years of study these will take place.

Good attendance in year 10 and 11 is more important than ever.

Key Dates

We will publish on the school website with key dates for every GCSE subject in year 10.

It will provide an overview of when we currently plan to run NEA's and enter students for exams.

Helpful links

<https://qualifications.wales/regulation-reform/reforming/national-14-16-qualifications/national-qualifications-gcses/>

<https://www.wjec.co.uk/qualifications/>

<https://www.hawardenhigh.org.uk/revision-advice/>

<https://www.hawardenhigh.org.uk/revision-advice-for-parents/>

Aspirational Target Grades

Are generated on the basis of a combination of:

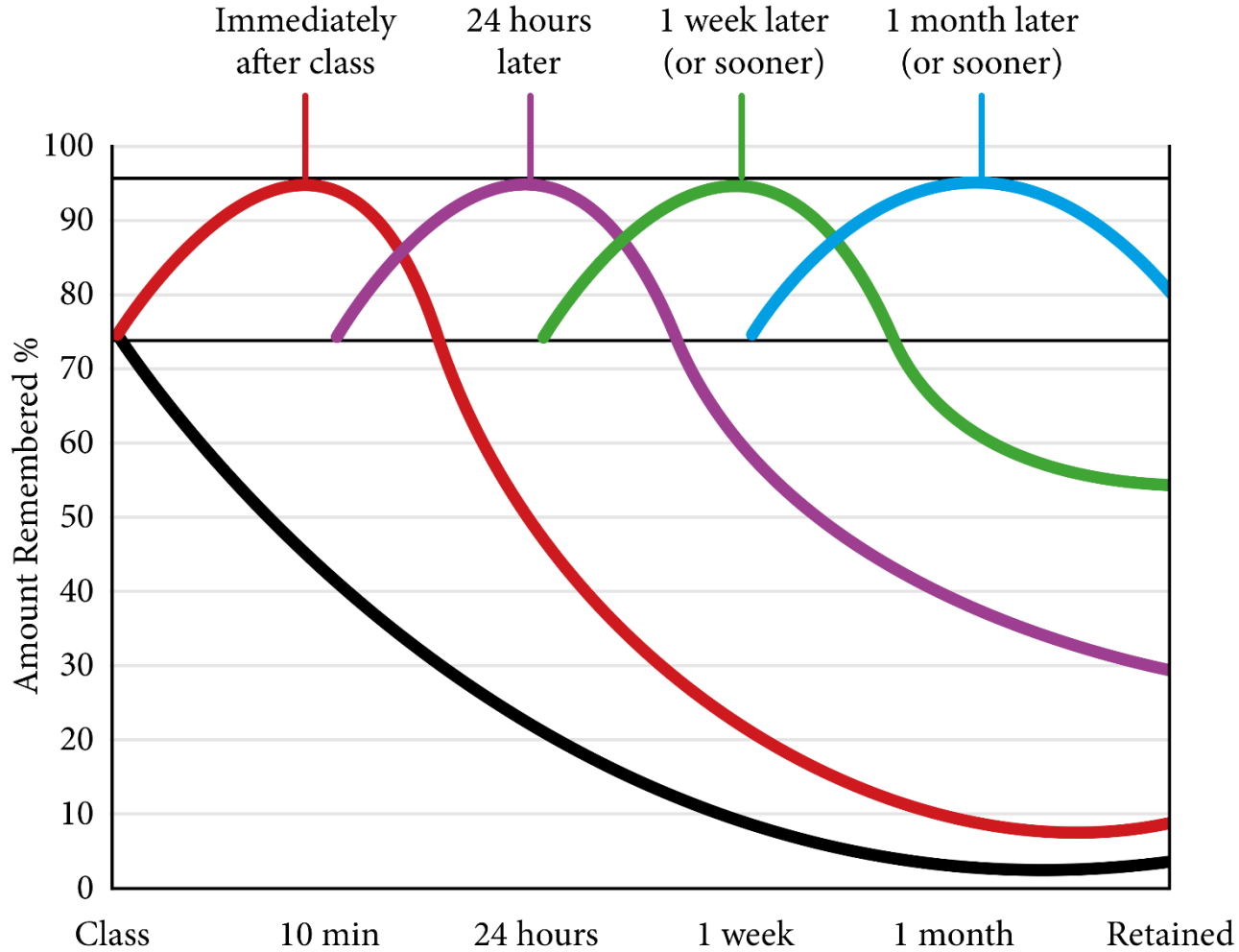
- 1.) CATS test Scores Year 7
- 2.) MIDYIS Scores Year 9
- 3.) Welsh National Tests Year 9
- 4.) Progress in subjects across year 7, 8 and 9

Target grades can change and we can be flexible with them in consultation with parents, class teacher and subject leader if required



The Importance of Structured Revision

Overcoming The Curve



Revision Activities

- Mind-maps
- Key words – post-its
- Flash Cards
- Podcasts
- Family and Friends Test
- Highlight
- Chant/Rap
- Exam Questions and Mark Scheme
- Write your own Q's
- Mnemonics

After a one hour memorising session:

- 10 minutes later revise the topic for 10 minutes
- 1 day later revise the topic for 5 minutes
- 1 week later revise the topic for 2-5 minutes
- 1 month later revise the topic for 2-5 minutes
- Before exams revise the topic as required.
- **Each time knowledge is reinforced; it enters deeper into the long-term memory and becomes more stable.**

Be organised/Make a timetable

- Know your topics and subtopics.
- Plan when you are going to study.
- Use short bursts.
- Timetable in exercise.
- Sit at a desk – somewhere designed for study
- Make task specific & realistic

Weekly Revision Timetable

Name: _____

| Day | 9:00 – 10:00 | 10:00 – 11:00 | 11:00 – 12:00 | 12:00 – 1:00 | 1:00 – 3:10 | 3:10 – 4:00 | 4:00 – 5:00 | 5:00 – 6:00 | 6:00 – 7:00 | 7:00 – 8:00 | 8:00 – 9:00 | 9:00 – 10:00 |
|-----------|--------------|---------------|---------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| Monday | | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | | |
| Thursday | | | | | | | | | | | | |
| Friday | | | | | | | | | | | | |
| Saturday | | | | | | | | | | | | |
| Sunday | | | | | | | | | | | | |

*****Remember: make sure you give yourself breaks and allow time to relax and do the things you want to do and enjoy doing.**

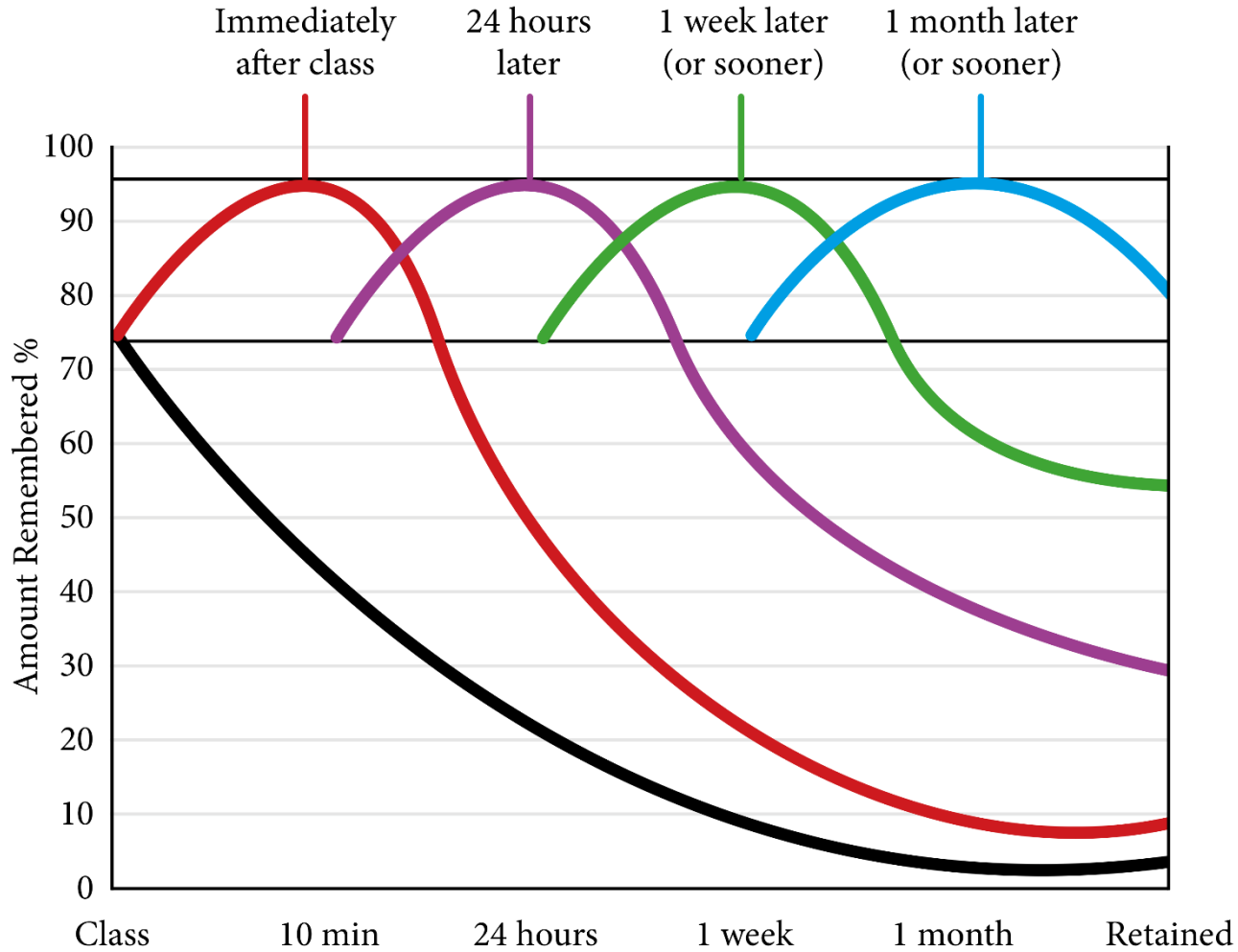
Weekly Revision Timetable

Name: _____

| Day | 8:30 – 10:00 | 10:00 – 11:00 | 11:00 – 12:00 | 12:00 – 1:00 | 1:00 – 3:10 | 3:10 – 4:00 | 4:00 – 5:00 | 5:00 – 6:00 | 6:00 – 7:00 | 7:00 – 8:00 | 8:00 – 9:00 | 9:00 – 10:00 |
|-----------|--------------|---------------|---------------|--------------|-------------|---------------|-------------|-------------|------------------|-------------|------------------|--------------|
| Monday | | | | | | English | RE | Break | Music | English | Relax | Relax |
| Tuesday | | | | | | Science | Break | Break | Maths | Geography | Relax | Relax |
| Wednesday | | | | | | Break | Geography | English | Break | Maths | Music | Relax |
| Thursday | | | | | | Maths | Science | Break | Business Studies | Relax | Relax | Relax |
| Friday | | | | | | Play football | Break | English | Break | Maths | Business Studies | Relax |
| Saturday | Science | Maths | Geography | Science | Football | Football | Football | Football | Relax | Relax | Relax | Relax |
| Sunday | Geography | Football | Football | Relax | Relax | Science | maths | Break | Geography | RE | Relax | relax |

*****Remember: make sure you give yourself breaks and allow time to relax and do the things you want to do and enjoy doing.**

Overcoming The Curve





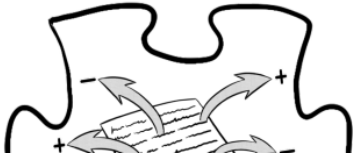
Further information

How to support revisiting of learning

Information for parents and carers



Did you know?



Remembering information is the first step for students in mastering higher level skills. For students to be able to explain, analyse, evaluate and create, they need to have a firm knowledge of the information and terms involved first.

Ebbinghaus' forgetting curve aims to show us how information can be lost from our memories over time when we don't strive to retain it. This

Helping your child get into good habits

Information for parents and carers

Did you know?



Healthy habits are essential to living a long and happy life, and they are important to instil in children from a young age. If you help them form these habits now, you will be giving them the tools to navigate any obstacles they may face as they grow into adulthood.

Research highlights that the late teenage years have been identified as the peak age for exposure to health risks with lifelong implications. The report, by the Association for Young People's Health (AYPH), revealed teenagers eat eight times the recommended sugar allowance and almost half have tooth decay. This worrying research also found out that most smokers start by the age of 25.

How to encourage productive learning

Information for parents and carers



Did you know?



Having a tidy space can reduce stress and improve productivity. Another way to maximise opportunities for work and reduce distractions is to ensure the space is organised with everything needed for studying: laptop, books, pens and any other equipment. If you want to go a step further, plants are shown to not only create a calm space but also aid concentration.

Many people find approaches like the Pomodoro technique help to increase their levels of productivity as it allows for focused 'work' time for 25 minutes, and then a 5-minute reward break. It is often surprising how much we can actually achieve in short bursts of time when we are fully focused, with no distractions, and know that there is a clear





Core Subject Information



GCSE English Language & Literature

Mr D Oakey

Curriculum Leader – Communications

d.oakey@hawardenhigh.flintshire.sch.u

k

Made for Wales

- New qualification – Wave 1
- Exciting blend of the best elements of both disciplines – Language **and** Literature
- Curriculum for Wales has prepared students for this new specification

WJEC GCSE English Language and Literature (Single and Double Award)

Approved by Qualifications Wales
Specification

Teaching from 2025
For award from 2027

Version 4 - September 2025



This Qualifications Wales regulated qualification is not available to centres in England.

Made for Wales.
Ready for the world.



GCSE English Language & Literature

Unit 1:
Context & Meaning

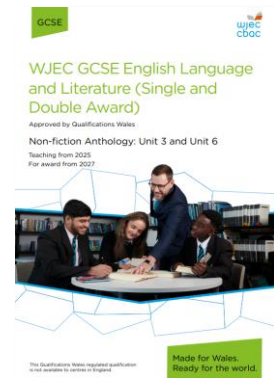
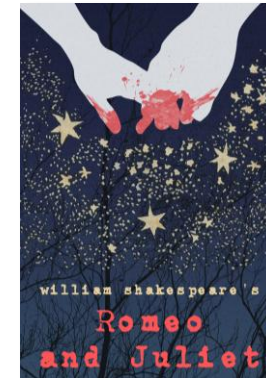
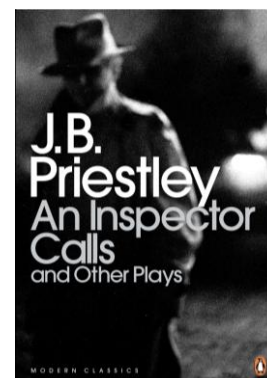
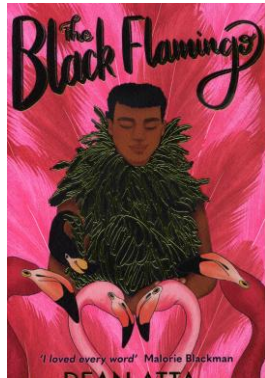
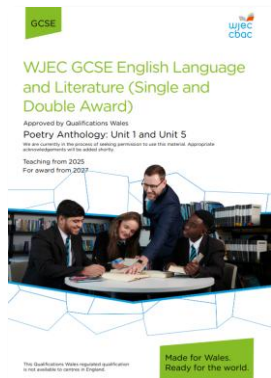
Unit 2:
Belonging

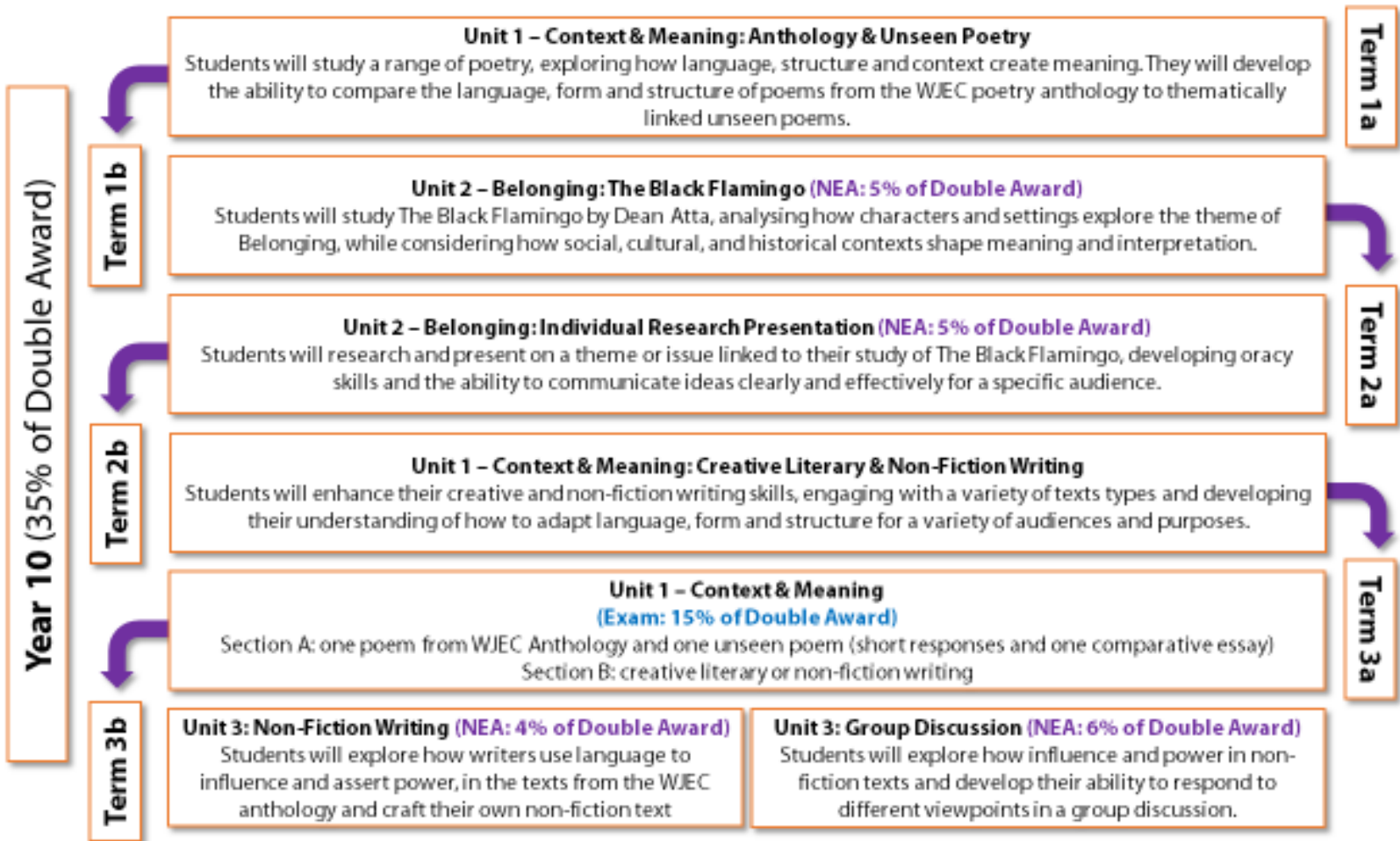
Unit 3:
Influence & Power

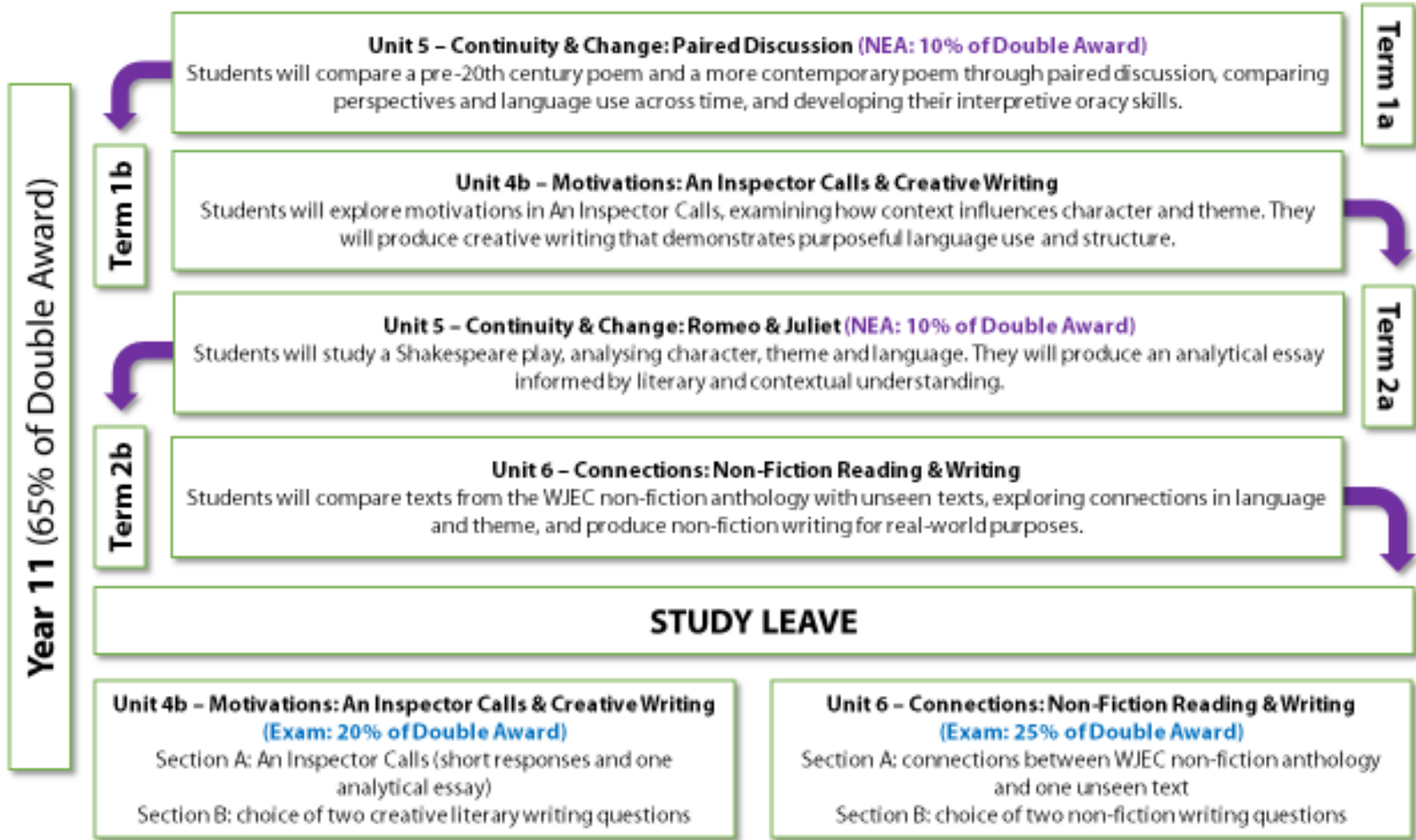
Unit 4:
Motivations

Unit 5:
Continuity & Change

Unit 6:
Connections









Key Dates – NEAs and Exams

| Assessment | Preparation | Assessment |
|---|------------------------------------|------------------------------------|
| Unit 2 (Essay) | w.b. 1 st December 2025 | w.b. 8 th December 2025 |
| Unit 2 (Individual Research Presentation) | w.b. 26 th January 2026 | w.b. 2 nd February 2026 |
| Unit 3 (Essay) | w.b. 8 th June 2026 | w.b. 15 th June 2026 |
| Unit 3 (Group Discussion) | w.b. 29 th June 2026 | w.b. 6 th July 2026 |
| Unit 1 (Exam) | | 15 th May 2026 |

Single vs Double

- WJEC offer both a **single** and **double** award
- Both qualifications are **two year** qualifications
- WJEC specify that the **double award** is the most appropriate course for the **vast majority** of students
- Common units - 1, 2, 3 and 4
- Programme of study will be the same for **all** students in Year 10
- Results reviewed in summer 2026 – opportunities to possibly move some students to single award



| Single Award | Double Award |
|--|--|
| Unit 4a (Single Award): Motivations Written Examination: Duration 1 hour 30 minutes 30% of the qualification 60 marks | Unit 4b (Double Award): Motivations Written Examination: Duration 1 hour 30 minutes 20% of the qualification 60 marks |
| Section A: questions requiring objective, short and restrictive responses and one analytical essay based on the text selected for study. Section B: extended response question (one from a choice of two), creative literary writing. | Section A: questions requiring objective, short and restrictive responses and one analytical essay based on the text selected for study. Section B: extended response question (one from a choice of two), creative literary writing. |
| | Unit 5: Continuity and Change Non-examination assessment: Duration 8 hours 20% of the qualification 60 marks |
| | The assessment will comprise two tasks. Choice of tasks set by WJEC for Task A. Task and prescribed poems for discussion set by WJEC for Task B. Both tasks marked by centres, moderated by WJEC. Task A is an extended response based on the study of a whole play by Shakespeare. Task B is a paired discussion based on the study of one prescribed 1600-1900 poem from the WJEC Anthology and a further poem selected by the learner from the anthology or an additional self-selected poem. |
| | Unit 6: Connections Written Examination Duration 1 hour 30 minutes 25% of the qualification 80 marks |
| | Section A: A mix of questions requiring objective, short and restrictive responses and longer analytical, comparative and evaluative responses exploring connections between the WJEC non-fiction anthology text(s) and one unseen text. Section B: extended response question (choice of one from two), non-fiction writing. |

Resources

WJEC Blended Learning:


- Knowledge Organisers
- Interactive lessons

[English Language and Literature - Educational Resources - WJEC](#)

Resource filter Cymraeg  

🔔 If you are unable to find the resources you need, please visit [our previous resources site](#) for additional materials.

Subjects > English Language and Literature

 **English Language and Literature**

Qualification

A Level 16

GCSE (teaching from 2025) New 28

Specification item

Unit 1: Context and Meaning ▾

Unit 4a: Motivations ▾

Unit 4b: Motivations ▾

Unit 6: Connections ▾

Study and respond to non-fiction te...

GCSE

New

Non-Fiction: Relationships

This blended learning resource contains interactive self-study content covering Non-Fiction: Relationships.

More info [Open resource](#)

Last Updated: 10/04/2025

[Acknowledgements](#)

Study and respond to non-fiction te...

GCSE

New

Non-Fiction: Human Rights

This blended learning resource contains interactive self-study content covering Non-Fiction: Human Rights.

More info [Open resource](#)

Last Updated: 16/05/2025

[Acknowledgements](#)

Study and respond to non-fiction te...

GCSE

New

Non-Fiction: Diversity

This blended learning resource contains interactive self-study content covering Diversity.

More info [Open resource](#)

Last Updated: 16/05/2025

[Acknowledgements](#)

How can I help?

1. Encourage revision – resources are limited, so encourage creation of flash cards, mind-maps etc.
2. Wide-ranging reading – novels, non-fiction, graphic novels, articles, news etc.
3. Watching – films, news (current events), documentaries etc.
4. Listening – podcasts, radio, news etc.
5. Active discussions - ask questions, challenge opinions
6. Encourage research – well-informed opinions

Year 10 New GCSE Mathematics and Numeracy

Double Award

Presentation

Mr A Jeffrey

Curriculum Leader for Mathematics

New GCSE Mathematics and Numeracy Double Award

Each qualification has 2 tiers of entry.

Higher Tier

A*
A
B
C
D
U

Foundation Tier

C
D
E
F
G
U

GCSE Mathematics and Numeracy

Unit 1: Financial Mathematics and Other Applications of Numeracy

Written examination

Higher Tier: 1 hour 45 minutes (80 marks)

Foundation Tier: 1 hour 30 minutes (65 marks)

30% of qualification

The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions. These questions may be set on any part of the subject content assigned to this unit. Questions will be set in personal and other real-world contexts.

A calculator will be allowed in this paper.

GCSE Mathematics and Numeracy

Unit 2: Non-calculator

Written examination

Higher Tier: 1 hour 45 minutes (80 marks)

Foundation Tier: 1 hour 30 minutes (65 marks)

30% of qualification

The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions. These questions may be set on any part of the subject content assigned to this unit. The paper will include context-free questions and questions set in mathematical and other contexts.

A calculator will **not** be allowed in this paper.

GCSE Mathematics and Numeracy

Unit 3: Calculator-allowed

Written examination

Higher Tier: 2 hours (90 marks)

Foundation Tier: 1 hour 45 minutes (75 marks)

40% of qualification

The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content assigned to this unit. The paper will include a mix of questions set in real-world and other contexts, and context-free questions.

A calculator will be allowed in this paper.

GCSE Mathematics and Numeracy Unit 1

(a) Noor's bank statement shows the following details for last week.

| Date | Description | Credit (£) | Debit (£) | Balance (£) |
|------------|------------------|------------|-----------|-------------|
| 25.09.2024 | Starting balance | | | 350.00 |
| 27.09.2024 | Wages | | | 1100.00 |
| 01.10.2024 | Rent | | 575.00 | |
| 03.10.2024 | Sale of bike | 295.00 | | |
| 04.10.2024 | Council tax | | | 705.65 |

Complete the four missing entries in her bank statement.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

[4]

The Physical Education (PE) department in Ysgol Ddwysaint wants to test the following hypothesis:

'Most pupils in Year 11 spend less than 2½ hours per week doing exercise.'

(a) Part of the questionnaire they will give to pupils in Year 11 asks the following question:

How many hours do you spend exercising?

0 to 1 2 to 3 4 to 5 6 to 7

Give two reasons why the question is not suitable.

[2]

Reason 1:

.....

.....

Reason 2:

.....

.....

(b) The PE department plans to give out the questionnaire to Year 11 pupils studying GCSE Physical Education and Health.

Give **one** criticism of this plan.

[1]

.....

.....

GCSE Mathematics and Numeracy Unit 2

1. (a) The attendance figures for two rugby matches are shown below.

| | |
|---|---|
| Match A attendance 30 152 | Match B attendance 23 451 |
|---|---|

- (i) Write down, in words, the attendance at Match A. [1]

.....

- (ii) Write the attendance at Match B correct to the nearest hundred. [1]

.....

- (b) A number has **exactly** four factors.
 Its factors are 1, 3, 9 and the number itself. [1]
 What is the number?

.....

- (c) Write these numbers in order, starting with the lowest number. [1]

-7 0 -10 11

| | | | |
|--------|--|--|---------|
| | | | |
| lowest | | | highest |

1. Solve $13d + 9 = 5d - 31$. [3]

.....

2. A number machine is shown below.



The INPUT number is $2\frac{5}{8}$.

What is the OUTPUT number?

Give your answer as a mixed number. [4]

.....



GCSE Mathematics and Numeracy Unit 3

1. (a) The words of the Welsh national anthem, Hen Wlad fy Nhadau, were written by Evan James in January 1856. In January 2024, Mathew sang the anthem in a school competition.

[1]

How many years after Evan James wrote the words did Mathew sing in the competition?

.....

- (b) Kris has correctly answered four out of the five calculations shown below. Circle the **incorrect** calculation.

[1]

| | | |
|------------------------|-------------------------|------------------|
| $54 + 9876 = 9930$ | $123 \times 87 = 10701$ | $1225 + 35 = 35$ |
| $246 \times 35 = 8650$ | $12345 - 6789 = 5556$ | |

.....

1. The diagram below shows a rectangle with length $(3x - 1)$ cm and width $(2x - 5)$ cm.

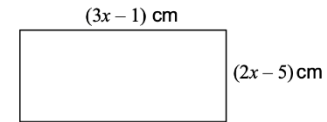


Diagram not drawn to scale

- (a) Form an expression, in terms of x , for the perimeter of this rectangle. You must simplify your expression.

[2]

.....

- (b) The perimeter of the rectangle is 48 cm.

Form an equation, in terms of x .
 Solve your equation to find the value of x .
 You must show all your working.

[3]

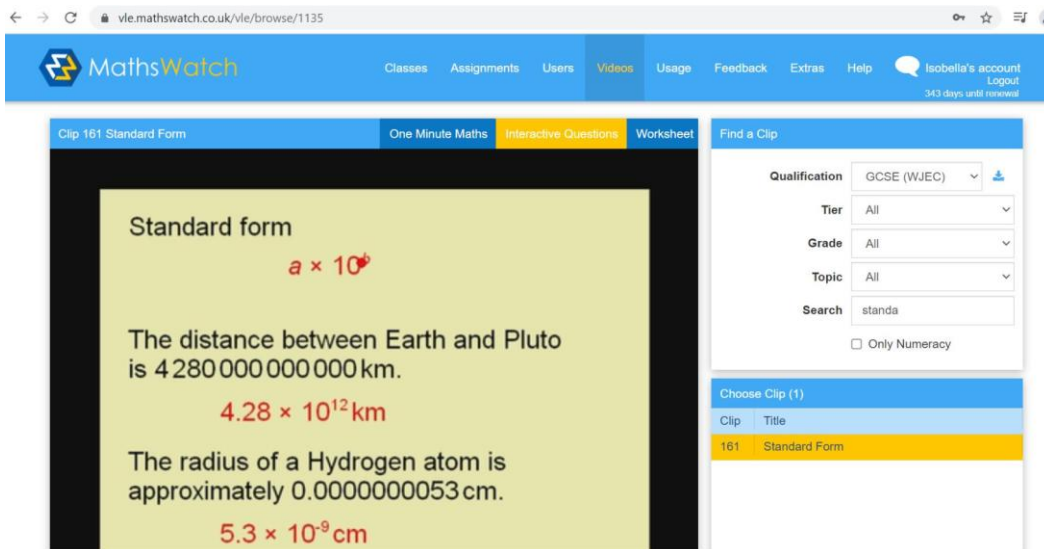
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GCSE Mathematics and Numeracy

Current Plan for Entry

| Year | Unit | Percentage of Qualification | Calculator | Dates for Exam |
|------|------|-----------------------------|------------|--------------------------------------|
| 10 | 1 | 30 | Yes | Tuesday 12 th May 2026 |
| 11 | 3 | 40 | Yes | November 2026 |
| 11 | 2 | 30 | No | Summer 2027 |

GCSE Mathematics and Numeracy



MathsWatch

Classes Assignments Users Videos Usage Feedback Extras Help Isobella's account Logout 343 days until review

Clip 161 Standard Form One Minute Maths Interactive Questions Worksheet Find a Clip

Qualification GCSE (WJEC)

Tier All

Grade All

Topic All

Search standa

Only Numeracy

Choose Clip (1)

| Clip | Title |
|------|---------------|
| 161 | Standard Form |

Standard form

$a \times 10^b$

The distance between Earth and Pluto is 4 280 000 000 000 km.

4.28×10^{12} km

The radius of a Hydrogen atom is approximately 0.0000000053 cm.

5.3×10^{-9} cm

Website:
<https://vle.mathswatch.co.uk>

Login example:
200Griffin@hawarden

Login password(one of these):
hawarden
hhs2020
200Griffin@hawarden

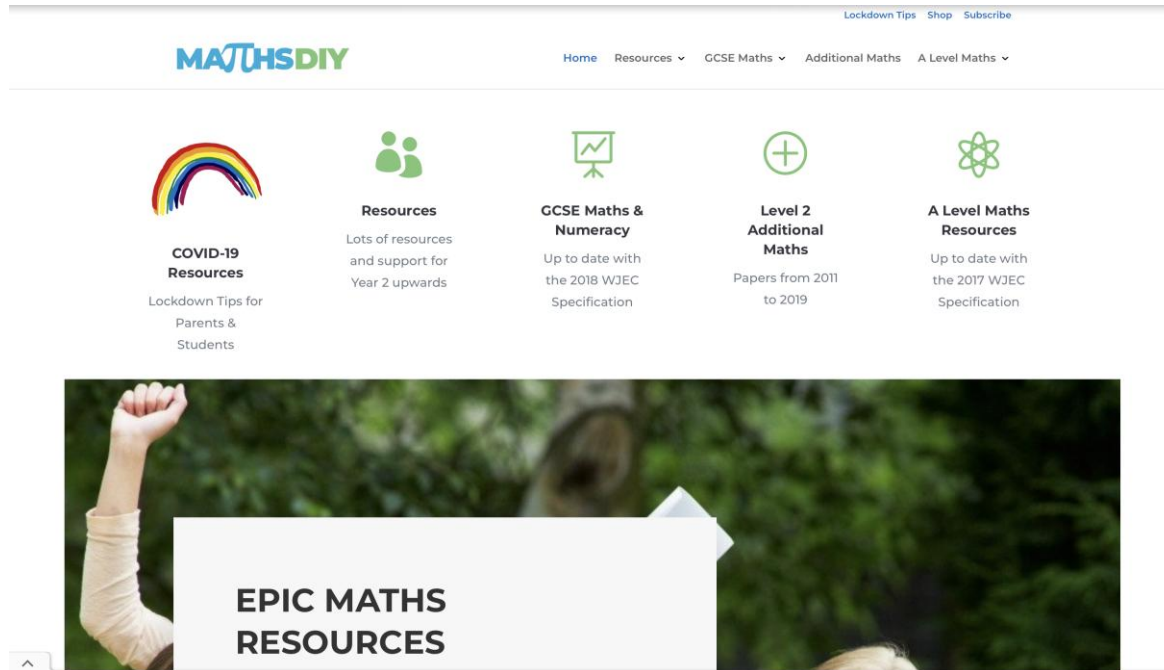
IF NONE OF THESE WORK

PLEASE EMAIL ME

andrew.jeffrey@hawardenhigh.flintshire.sch.uk






Mathematics GCSE

<https://www.mathsdiy.com>



Lockdown Tips Shop Subscribe

MATHSDIY Home Resources GCSE Maths Additional Maths A Level Maths

- **COVID-19 Resources**
Lockdown Tips for Parents & Students
- **Resources**
Lots of resources and support for Year 2 upwards
- **GCSE Maths & Numeracy**
Up to date with the 2018 WJEC Specification
- **Level 2 Additional Maths**
Papers from 2011 to 2019
- **A Level Maths Resources**
Up to date with the 2017 WJEC Specification

EPIC MATHS RESOURCES



Year 10

Science Faculty

Hawarden High School



Head of faculty – Mr Anderson

| Course | GCSE Double Award Science 2 GCSEs | | | | GCSE Double Applied Science 2GCSEs | | |
|--|--------------------------------------|---------------------|-------------------|-------------------------------------|---|---|-------------------------------------|
| Classes | 10A1, 10A2, 10A3, 10B1, 10B2, 10B3 | | | | 10C1, 10C2 | | |
| Year 10 Exams sat in Summer 2026 | Unit 1 Biology | Unit 2 Chemistry | Unit 3 Physics | | Unit 1 Biology, Chemistry & Physics | Unit 2 Biology, Chemistry & Physics with pre release material | |
| | 45% | | | | 45% | | |
| | June Exams | | | | June Exams | | |
| Year 11 Exams sat in Autumn 2026 - 27 | Unit 4 Biology | Unit 5 Chemistry | Unit 6 Physics | Unit 7 Practical Jan – Feb 27 | Unit 3 Biology, Chemistry & Physics | Unit 4 Task based assessment Nov – Dec 26 | Unit 5 Practical Jan – Feb 27 |
| | 45% | | | 10% | 25% | 20% | 10% |
| | May Exams | | | NEA | May Exam | NEA | NEA |



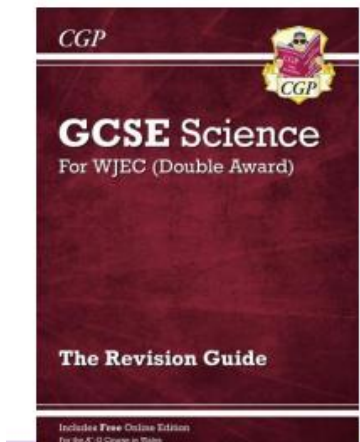
Tier of entry

| Higher | Foundation |
|--------|------------|
| A* | C |
| A | D |
| B | E |
| C | F |
| D | G |
| E | |

- We will recommend a tier of entry (Foundation or Higher) based on your child's performance from September to January.
- Teachers will review and discuss tier options with students throughout the year (e.g. after topic tests and mock exams).
- Students can mix Foundation and Higher units to match their strengths.
- Those aiming for a Grade C often perform best in Foundation tier exams.
- To study A Level Science, students must take the Higher tier in that subject in Year 11.



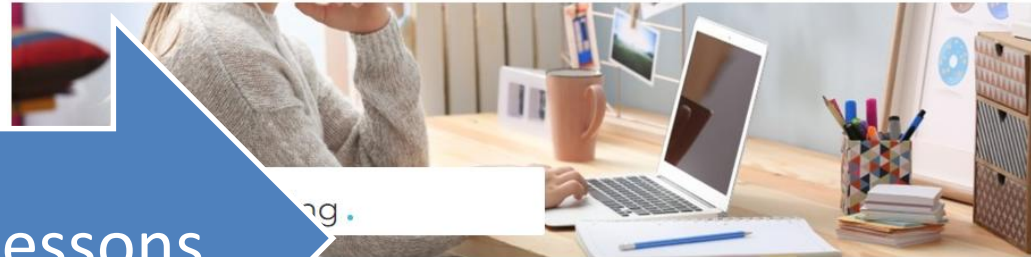
How to Support Your Child in Science



- Double Award - We will be in touch soon with details on how you can purchase a revision guide to support your child's learning at home.
- Applied Science – There is no official revision guide available, but we will be sending out electronic revision materials shortly to support students' learning and exam preparation.

How to Support Your Child in Science

WJEC Blended Learning lessons



A sample of blended learning resources can be found below. To see all available resources, please visit our dedicated resources website.

Applied Science

GCSE

Biology

How to Support Your Child in Science

WJEC knowledge organisers



WJEC CBAC

When a force acts on a body **work** is done. Work is a measure of the **energy** transferred. It is always measured in Joules (J).

Work is calculated using this equation:
 $Work = force \times distance\ moved$

When work is done, the **total energy in the system must remain the same**. The total energy at the start must equal the total energy at the end of the action. However, the energy may have changed from one kind to another.

For example:
1. A skier with 12 000J of **gravitational potential energy** at the top of a slope (A) will have 12000J of **kinetic energy** at the bottom of the slope (B). Gravity will have done 12 000J of work to transfer the potential energy to kinetic energy.

2. A stretched slingshot stores 2J of **elastic potential energy**, when released the force of the rubber changing shape does work on the ball and transfers 2J of **kinetic energy** to the ball.

When calculating energy, the following equations are used:

$kinetic\ energy = \frac{mass \times velocity^2}{2}$

$gravitational\ potential\ energy = mass \times gravitational\ field\ strength \times change\ in\ height$

$Energy\ stored\ in\ a\ spring = the\ area\ under\ the\ force\ extension\ graph$

This is easier to calculate for a linear graph using, $W = \frac{1}{2} Fx$ where F is the force and x is the extension

Putting a **force** on a spring will cause it to stretch. The amount it will stretch, the **extension**, for a given force depends on the spring itself. Each spring will have a different **spring constant** which will determine how much force is required to stretch a spring.

Using this equation, you can calculate the spring constant.
 $force = spring\ constant \times extension$

In most cases the transfer of energy is not efficient. **Some energy is lost due to the work done by friction**. The skier in example 1 above will likely only have 8000J by the bottom of the slope (B). This means that frictional forces will have done 40 000J of work on the skier as they travelled down the slope.

Remember the **total energy in the system must stay the same**, if there is less energy at the end than at the start, some must have been lost as heat.

Only on higher tier questions will you need to use these equations. Foundation tier questions will expect you to be able to calculate the energy at the start and at the end and recognise if any work has been done because of friction by calculating any losses.


Car efficiency
The efficiency of cars is an important area of development. **Cars are being made more efficient in order to reduce greenhouse gases and waste less energy.**

They do this by reducing losses in the car, for example:

- **Start stop systems** to reduce waste whilst stationary
- **Lighter materials** to reduce the mass of the car
- More **streamlined** shapes to reduce the work done by frictional forces on the car
- Ensuring **correctly inflated tyres** to reduce the work done by frictional forces (often done by using a sensor to alert the driver if the tyres are not correctly inflated).

Car Safety Features
Modern cars have built in features to reduce the forces acting on passengers in a collision. These include air bags and crumple zones. These features both change shape during a collision, this allows the **work** to reduce the **kinetic energy** of the passengers to be done over a longer distance.

The longer the distance the work is done over, the smaller the force on the passengers will be.



How to Support Your Child in Science

Educake website



| Start Date | End Date | Year | Class | Questions | Main Topics |
|------------|------------|------|-------|-----------|------------------|
| 06-01-2024 | 18-01-2024 | 10 | EC | 35 | Extract 6: "War" |

| | Self evaluation | Late | Attempts | Quiz mins | All questions | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 | Q17 | Q18 |
|---------------------|-----------------|------|----------|-----------|---------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| National averages | | | | | | 56 | 70 | 32 | 49 | 35 | 22 | 49 | 62 | 36 | 72 | 32 | 50 | 58 | 54 | 44 | 57 | 35 | 62 |
| All students | 1 | 1 | 6 | 48 | 45 | 75 | 21 | 57 | 32 | 25 | 43 | 54 | 36 | 57 | 29 | 57 | 61 | 50 | 54 | 61 | 39 | 64 | |
| Alison Mayet | | | 1 | 7 | 89 | ✓ | ✓ | ✗ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Beyonce Knowles | | | 1 | 5 | 86 | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ |
| Ray Charles | | | 1 | 2 | 94 | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Nina Simone | | | 2 | 7 | 57 | ✗ | ✓ | ✗ | ✓ | ✗ | ✗ | ✗ | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Jim Morrison | ? | | 1 | 11 | 31 | ✓ | ✓ | ✗ | ✓ | ✗ | ✗ | ✗ | ✓ | ✗ | ? | ✗ | ✗ | ✓ | ✗ | ✗ | ✗ | ✗ | ✓ |
| King Curtis | | L | 1 | 2 | 66 | ✓ | ✓ | ✗ | ✓ | ✗ | ✗ | ✗ | ✗ | ✗ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Billy Bragg | | | 3 | 4 | 54 | ✓ | ✓ | ✗ | ✓ | ✗ | ✗ | ✗ | ✓ | ✗ | ✓ | ✗ | ✓ | ✓ | ✗ | ✗ | ✗ | ✓ | ✓ |
| Kate Bush | | | 1 | 6 | 77 | ✓ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Bernard Butler | ? | | 1 | 7 | 54 | ✓ | ✓ | ✗ | ✓ | ✗ | ✗ | ✗ | ✗ | ✗ | ? | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | ✓ |
| Richard D James | | | 1 | 3 | 86 | ✗ | ✓ | ✓ | ✓ | ✗ | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

How to Support Your Child in Science

Tanio Website



Home > Chemistry > Pupil

A red navigation bar with white icons representing various science concepts: a microscope, a lightbulb, a molecular structure, a flask, and test tubes. Below the bar are several red horizontal buttons with white text: "Double Award) Year 10", "Unit 5: (Double Award) Year 11", "Unit 7: Practical Skills", "Knowledge Organisers", and "Past Exam Papers".

- Double Award) Year 10
- Unit 5: (Double Award) Year 11
- Unit 7: Practical Skills
- Knowledge Organisers
- Past Exam Papers



GWASANAETH DYSGU
DIGIDOL



How to Support Your Child in Science

This topic is included in [Unit 1](#) for WJEC Wales Chemistry GCSE.

Notes:

Detailed Notes

- 1.1. Chemical reactions
- 1.2. Atomic structure and the periodic table
- 1.3. Water
- 1.4. The ever-changing earth
- 1.5. Rate of chemical change
- 1.6. Limestone

Definitions

- 1.1. The Nature of Substances and Chemical Reactions
- 1.2. Atomic Structure and the Periodic Table
- 1.3. Water
- 1.4. The Ever-Changing Earth
- 1.5. Rate of Chemical Change
- 1.6. Limestone

Flashcards:

- 1.1. The Nature of Substances and Chemical Reactions
- 1.2. Atomic Structure and the Periodic Table
- 1.3. Water Flashcards
- 1.4. The Ever-Changing Earth
- 1.5. Rate of Chemical Change
- 1.6. Limestone

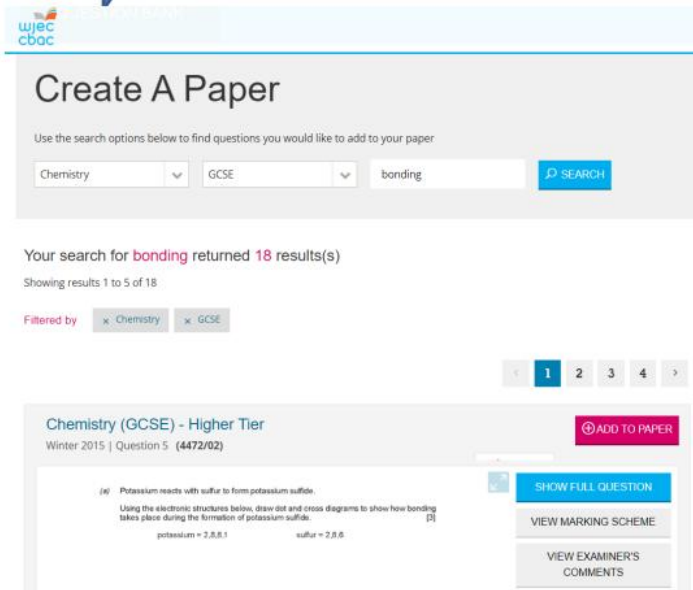
Questions by Topic:

- 1.1. The Nature of Substances and Chemical Reactions MS
- 1.1. The Nature of Substances and Chemical Reactions QP
- 1.2. Atomic Structure and the Periodic Table MS
- 1.2. Atomic Structure and the Periodic Table QP
- 1.3. Water MS
- 1.3. Water QP
- 1.4. The Ever-Changing Earth MS
- 1.4. The Ever-Changing Earth QP
- 1.5. Rate of Chemical Change MS
- 1.5. Rate of Chemical Change QP
- 1.6. Limestone MS
- 1.6. Limestone QP



How to Support Your Child in Science

WJEC question bank for past paper questions and mark schemes.

The screenshot shows the WJEC CBAC 'Create A Paper' interface. It features a search bar with filters for 'Chemistry', 'GCSE', and 'bonding'. Below the search bar, it indicates that the search for 'bonding' returned 18 results, showing results 1 to 5 of 18. The results are filtered by 'Chemistry' and 'GCSE'. A pagination bar shows page 1 of 4. The first result is 'Chemistry (GCSE) - Higher Tier', 'Winter 2015 | Question 5 (4472/02)'. The question text reads: '(a) Potassium reacts with sulfur to form potassium sulfide. Using the electronic structures below, draw dot and cross diagrams to show how bonding takes place during the formation of potassium sulfide. [3]'. Below the text, the electronic structures are given as 'potassium = 2,8,8,1' and 'sulfur = 2,8,6'. To the right of the question, there are buttons for 'ADD TO PAPER', 'SHOW FULL QUESTION', 'VIEW MARKING SCHEME', and 'VIEW EXAMINER'S COMMENTS'.

How to Support Your Child in Science

September to February

Weekly

1. **Encourage regular catch-up:** Support your child to complete the WJEC Blended Learning lessons to cover any missed work and close knowledge gaps.
2. **Review class materials:** Ask them to read through the PowerPoints and HTML resources available on the Tanio website to reinforce key content.
3. **Boost recall skills:** Ensure they complete Educake questions each week to strengthen their understanding and improve memory of key facts.

Tests & Mocks

- A. **Create revision materials** – such as flashcards, mind maps, and concise revision notes to support regular review.
- B. **RAG rate the unit of learning** – identify where revision will have the biggest gains
- C. **Practice past paper questions** – use the WJEC Question Bank to build confidence with exam-style questions and improve exam technique.

April - June

Weekly

- a) **Complete 1–3 past papers each week** – and then mark and annotate them using the mark schemes to learn from mistakes and improve exam technique.
- b) **Review their revision materials** – regularly read through the notes, mind maps, and flashcards created earlier in the year.
- c) **Target weaker areas** – use the WJEC Question Bank to complete extra practice questions on topics they find challenging.

How to Support Your Child in Science



| Subject | Biology | Chemistry | Physics |
|---|---|---|--|
| Learning aims | https://drive.google.com/drive/folders/1qqSttEn956LpvSaryCT3l_5zWpWE2rZS?usp=sharing | | |
| html from Tanio website | 1.2.1 Respiration 1.2.2 The respiratory system, gas exchange and effects of smoking | 2.4.1 The Earth 2.4.2 The Atmosphere | 3.2.1 Generating Electricity 3.2.2 The National Grid |
| Knowledge organisers from WJEC | GCSE Biology 1.2 respiration and the respiratory system.pdf GCSE Biology 1.2 Smoking knowledge organiser.pdf | WJEC-Unit1-Alfred-Wegener-and-tectonic-plates.pdf WJEC-Unit1-Mans-effect-on-the-atmosphere-and-tests-for-gases.pdf | Unit 1.2.pdf |
| Blended learning lessons | Respiration and the respiratory system in humans - Blended Learning | C1.4 The Ever Changing Earth - Blended Learning | Generating Electricity - Blended Learning |
| PMT Notes | 1.2 Respiration and the Respiratory System.pdf | 1.4. The ever-changing earth.pdf | 1.2. Generating Electricity.pdf |
| PMT Definitions | 1.2 Respiration and the Respiratory System in Humans.pdf | 1.4. The Ever-Changing Earth.pdf | 1.2. Generating Electricity.pdf |
| PMT Flashcards | Flashcards - 1.2. Respiration - GCSE WJEC (Wales) Biology - PMT | Flashcards - 1.4. The Ever-Changing Earth - WJEC Wales Chemistry GCSE - PMT | Flashcards - Generating Electricity - WJEC Wales Physics GCSE - PMT |
| PMT Past paper questions & mark schemes | 1.2 Respiration and the Respiratory System in Humans QP.pdf 1.2 Respiration and the Respiratory System in Humans MS.pdf | 1.4. The Ever-Changing Earth QP.pdf 1.4. The Ever-Changing Earth MS.pdf | 1.2 Generating Electricity QP.pdf 1.2 Generating Electricity MS.pdf |