



Find Your Future

Pride

Respect

Success

Supporting your child through Year 10 and 11

Spring Term 2026

Key information for
parents/carers and students
about PPEs and GCSEs



Year 10

Message from Ms Coleman Headteacher



As we begin this important stage of Year 10, I would like to thank you for the vital role you play in supporting your child's learning. Success at this point in their education is strongest when students, parents and school work in close partnership. This revision booklet has been designed to help structure independent study at home and to support positive conversations about learning. By encouraging good habits, high expectations and resilience, together we can help every student make the progress they are capable of achieving.

Message from Mrs Johns Assistant Headteacher



Thank you for taking the time to be here this evening to support your child as they begin their GCSE journey. Tonight is not about teaching GCSE content or subject knowledge; it is about building the routines, encouragement and structure that help young people succeed. The information and resources we share this evening are designed to be used as a reference across Year 10 and Year 11, something you can return to and dip into as needed. GCSE success is about far more than grades alone; it is built through strong attendance, sustained effort, growing independence and resilience when things feel challenging. By working together, we give our young people the best possible opportunity to be fully prepared for Year 11 GCSEs and for life beyond Penrice.

Message from Mr Johnson Head of Year



After 3 years working together we are now reaching the stage where the hard work begins to be put into practice. It has been an honour to work with your child across their journey, preparing them for their GCSEs in order that they can access their post-16 options with as many doors open to them as possible. The final 18 months of their schooling will feel fast and tonight is about sharing and collaborating on the approaches that give them best chance of success in their PPEs before building on this into their GCSEs. Please keep in touch as we work together on the final steps through Penrice.

What to expect

GCSEs are a two-year process designed to build confidence, skills and independence over time. Year 10 focuses on establishing strong habits, effective routines and a positive approach to learning, while Year 11 refines subject knowledge, exam technique and confidence under pressure. Regular checkpoints throughout both years help identify strengths and areas for development early, ensuring students receive the right support at the right time.



Events in Year 10

Period Zero (from January 2026) - Held three times a week during tutor time, Period Zero focuses on English, Maths and Science to build strong revision habits and confidence in independent learning.

February Walkthrough Exams - Walkthroughs familiarise students with exam papers, timings and expectations in a supported way, helping to reduce anxiety.

March 2026 PPEs - PPEs are students' first full experience of GCSE-style papers and exam conditions, providing early indicators of progress and next steps.

May 2026 Progress Evening - Progress Evening offers the opportunity to meet class teachers to discuss progress, strengths and areas to focus on.

June 2026 MFL Speaking Exams - MFL speaking exams give students supported practice of the speaking exam process, building confidence ahead of Year 11.

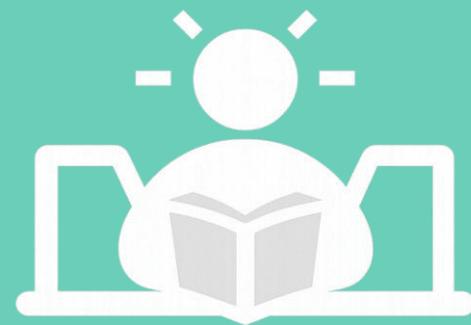
What Penrice will do

At Penrice, we put clear support in place to help students feel confident and prepared for exams. Our high-quality everyday teaching ensures students develop the key knowledge and skills they need to be successful. Tutor Time and Period Zero build independence in revision through the Core Four techniques, while walk-through exams make expectations clear and reduce anxiety. PPEs provide early indicators of progress so support can be targeted quickly, and Personalised Exam Checklists (PECs) help students focus their revision where it matters most.



What students can do

Students contribute to their own success through strong attendance, active engagement in lessons and regular completion of homework and revision. Using the strategies taught in school helps reinforce learning and identify gaps early. Students should recognise that challenge and struggle are a normal part of the GCSE journey, and that resilience, persistence and a willingness to keep trying are key to building confidence and preparing for exams and life beyond school.



What parents/carers can do

Parents and carers support their child best by creating calm, consistent conditions for learning at home. This includes establishing a routine, providing a quiet space, checking that homework is completed regularly, and encouraging short, focused revision. Supportive conversations that praise effort help build confidence, while avoiding comparisons, panic and a grade-only focus reduces anxiety and supports students in taking responsibility for their own learning.



How PECs can be used

- Identify strengths and areas for improvement
- Prioritise revision topics rather than revising everything at once
- Track progress as topics are revisited and secured
- Support conversations between students, parents and teachers
- Help students plan short, focused revision sessions
- Reduce anxiety by making revision expectations clear

MATHS (Foundation)

Exam Board	EdExcel
Qualification	GCSE

Exam Information			Exam Overview	Recommended Revision Resources
Date	Duration	Type	You will be completing TWO full GCSE papers. Paper 1 - Non Calculator - 80 marks - 1 hr 30 mins Paper 2 - Calculator - 80 marks - 1 hr 30 mins	• Sparx Maths Available from the Academy Shop • CGP Revision Guide • CGP Workbook • GCSE 10 minute Tests
	1hr 30	Non-Calculator		
	1hr 30	Calculator		

CPG Revision	Topic	Revision Resource	Date Revised & RAG			
Section 1 Number	Converting between fractions, decimals and percentages	U888				
	Decimals - Adding, subtracting, multiplying and dividing	U478, U293 & U8686				
	Working with mixed fractions	U793, U224 & U692				
	Standard Form	U330, U534 & U290				
	Estimating Calculations	U225				
Section 2 Algebra	Solving Equations	U325				
	Algebraic Methods - Simplifying, factorising and substitution	U105, U365 & U585				
Section 3 Graphs	Straight Line Graphs	U315 & U741				
Section 4 Ratio and Proportion	Direct Proportion	U721				
	Growth and Decay	U988				
	Calculating Density	U910				
Section 5 Shapes and Area	Transformations	U196, U696 & U799				
Section 6 Angles and Geometry	Working with angles	U390 & U628				
	Bar Charts	U363 & U557				
Section 7 Probability and Statistics	Stem-and-Leaf Diagrams	U909				
	Tree Diagrams for Independent Events	U558				

Your child will be supported to use Personalised Exam Checklists (PECs) through regular guidance from tutors and class teachers, helping them prioritise revision, identify gaps and plan next steps with confidence.

How can you help support your child

- Talking through the PEC together
- Focusing revision on priority areas
- Supporting short, regular revision sessions
- Checking progress and celebrating improvement
- Using PECs to guide calm learning conversations
- Raising concerns with tutors or teachers when needed

The Core Four

At Penrice, students learn four simple revision strategies that we call **The Core Four**:

Brain Dumps | **Mind Maps** | **Flash Cards** | **Quizzing**

These help students build confidence, remember key knowledge, and become more independent learners.

Brain Dump



Brain Dump

Students recall everything they can without notes, then check and add any missed points in a different colour.

How you can help:

Ask them to talk through their brain dump with you or explain what they added afterwards.

Mind Maps



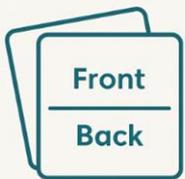
Mind Maps

Students put the topic in the middle of the page, then build out the key ideas using words, diagrams or colour.

How you can help:

Ask them to describe the five most important parts of their mind map.

Flashcards



Flash Cards

Simple is best. One question on the front, the answer on the back.

How you can help:

Test them for five minutes - little and often is more effective than long sessions.

Quizzing



Quizzing

Students practise key knowledge using cover-and-answer, online quizzes, or by making a 10-question test.

How you can help:

Ask them to complete a short quiz or help them create one.

During Period Zero, students have been developing the skills needed to revise effectively and independently. They were first introduced to the Core Four revision strategies in Year 9 through dedicated workshops that explained each strategy and how it can be used. More recently, students revisited all four strategies with their tutor during their first two Period Zero sessions, reinforcing their understanding. These strategies will continue to be built on during Period Zero, with class teachers also using them to support preparation for PPEs.

THE CORE FOUR



English Example

Core skill: analysing a writer's choice of language

How does Dickens present the character of Scrooge in A Christmas Carol?

What you need to know first:

- Dickens wrote this book in 1843
- He wanted to illustrate the greedy nature of upper-class business men like Scrooge who had resources but didn't support the lower classes who they saw as idle and lazy
- By the end of the book Scrooge has transformed from a cold and cruel character into a caring and supportive one. The message is if the worst person can change, any of us can too

Subject terminology

- Adjective** = describing word. Often comes before a noun (a 'thing') e.g. the **hot** soup.
- Listing** = multiple items put together, often to build up a sense of drama or heighten a moment
- Simile** = a comparison by a writer of 2 things using the words 'like' or 'as'
e.g. she roared **like** an angry lion
he was **as** fast **as** a speeding bullet

Quote for analysis 1

This comes from the very beginning of the book where Dickens wants to establish Scrooge as cold and cruel.

Scrooge! a squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster.

Try including words like:

Transformation, symbolising, contrast, character development

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Quote for analysis 2

This comes from the last chapter of the book where visits from 4 ghosts has transformed Scrooge's opinions. He has woken up relieved to still have a chance at life.

“I don't know what to do!” cried Scrooge, laughing and crying in the same breath; and making a perfect fool of himself with his stockings. “I am as light as a feather, I am as happy as an angel, I am as merry as a schoolboy. I am as giddy as a drunken man. A merry Christmas to everybody!”

Try including words like:

Transformation, symbolising, contrast, character development

Maths example

This is a **cross-over** question.
This means that it appeared on both the **foundation** and **higher** paper.
These are **non calculator** question.

Kasim has some small jars, some medium jars and some large jars.

He has a total of 400 jars.

$\frac{3}{8}$ of the 400 jars are empty.

For the empty jars,

number of small jars : number of medium jars = 3 : 4

number of medium jars : number of large jars = 1 : 2

Work out the percentage of Kasim's jars that are empty small jars.

This question is worth 5 marks

Topics covered:

Fraction of amounts, sharing into a ratio and a number as a percentage of another.

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Work out the percentage of Kasim's jars that are empty small jars.

← 400 jars →



← Empty →

$$400 \div 8 \text{ boxes} = 50 \text{ jars}$$

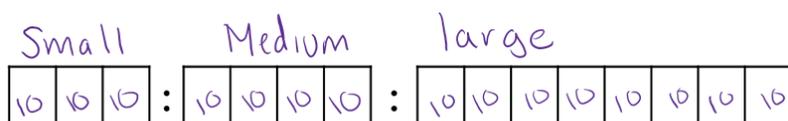
$$\frac{3}{8} = 3 \times 50 = 150 \text{ jars}$$

Small : Medium : large

3 : 4

1 : 2

3 : 4 : 8



$$150 \div 15 \text{ boxes} = 10$$

← 150 Empty jars →
30 jars 40 jars 80 jars

Per-cent = Per 100

Small jars = 30 Total jars = 400

$$\frac{30}{400} = \frac{7.5}{100} = 7.5\%$$

This question is worth 5 marks

Topics covered:

Fraction of amounts, sharing into a ratio and a number as a percentage of another.



Science

1. Write the word equation for aerobic respiration
2. What is the reagent used in the food test for starch?
3. Write a definition for osmosis
4. Name the three different types of blood vessels

Maths

1. What is the formula for finding the area of a triangle?
2. What is the formula for finding the sum of the interior angles of a polygon?
3. What is the name for a five-sided shape? nine-sided shape?
4. What are the **three** averages and explain why the **range** is NOT an average

French

Translate the following statements

1. Pendant les vacances je suis allé au centre-ville
2. je fais de la danse classique
3. Le français est la matière la plus fascinante
4. J'ai l'intention de voyager en train car c'est plus rapide que l'avion

Spanish

Translate the following statements

1. Durante las vacaciones fui al centro de la ciudad
2. Escucho la música rock
3. Español es la clase más fenomenal
4. Tengo la intención de viajar en tren porque es más rápido que el avión

Geography

1. Name the 4 processes of river erosion
2. What year was the Tewkesbury Flood?
3. How many businesses were impacted by the floods in Tewkesbury?
4. Name a National Park in an upland area of South West UK

History

1. What was a common medieval belief about the cause of disease, based on the idea that the body needed to be kept in balance?
2. Which scientist discovered that the heart acts as a pump to circulate blood around the body?
3. Which scientist published the theory that microorganisms cause disease, and in what year was this theory published?
4. Who developed the first successful vaccine to protect people against smallpox?

Quote Quiz (English)

Working together to complete short, well-known quotes with missing words. Once you have completed the quotes, check the answers provided and discuss any that surprised you.

This activity models how talking through ideas and learning together can support understanding and confidence.

As s_____ as an oyster

If they had rather d_____ they had better do it and decrease the s_____ population.

"I w_____ the chains I f_____ in life."

"M_____ was my business"

"I_____ torture of r_____"

"A b_____, clear j____ of light."

"Another idol has d_____ me ... a golden one." "Are there no p_____? Are there no w_____? said the S_____, turning on him for the last time with his own words."

"They are mans [...] This boy is lg_____. This g_____ is Want. B_____ them b_____."

"the whole q_____ reeked with crime, with f_____, and m_____"

"I will honour C_____ in my h_____, and try to keep it all the year."

"Oh, tell me I may s_____ away the writing on this s_____!"

I am light as a f_____, I am as happy as an a_____, I am as m_____ as a schoolboy, I am as g_____ as a d_____ man.

"A great many b_____ - p_____ are included."

"Make up the f_____."

Science

1. Write the word equation for aerobic respiration
Glucose + oxygen → Carbon dioxide + water (energy)
2. What is the reagent used in the food test for starch? Iodine → goes a black/ blue colour
3. Write a definition for osmosis Osmosis = Diffusion of water from a dilute to a concentrated solution across a partially permeable membrane
4. Name the three different types of blood vessels Arteries, Veins, Capillaries

Maths

1. What is the formula for finding the area of a triangle? $\frac{1}{2}bh$
2. What is the formula for finding the sum of the interior angles of a polygon? $180(n - 2)$
3. What is the name for a five-sided shape? Pentagon nine-sided shape? Nonagon
4. What are the **three** averages and explain why the **range** is NOT an average
Averages: Mode, Median and Mean. The range shows the spread of data and gives an indication of how consistent the data is.

MFL (French and Spanish)

1. THE SAME FOR BOTH- During the holidays I went to the town centre
2. FRENCH- I do classical dance. SPANISH- I listen to rock music
3. FRENCH- French is the most fascinating subject. SPANISH- Spanish is the most amazing/ phenomenal subject
4. BOTH- I intend to travel by train because it's faster than (travelling) by plane

Geography

1. Name the 4 processes of river erosion: Hydraulic Action, Abrasion, Attrition and Solution
2. What year was the Tewkesbury Flood? 2007
3. How many businesses were impacted by the floods in Tewkesbury? 9,000
4. Name a National Park in an upland area of South West UK: Dartmoor National Park

History

1. What was a common medieval belief about the cause of disease, based on the idea that the body needed to be kept in balance? A medieval belief for causes of disease was an imbalance in the Four Humours
2. Which scientist discovered that the heart acts as a pump to circulate blood around the body? William Harvey discovered that that the heart pumps blood around the body
3. Which scientist published the theory that microorganisms cause disease, and in what year was this theory published? Louis Pasteur published Germ Theory in 1861
4. Who developed the first successful vaccine to protect people against smallpox? Edward Jenner developed the first vaccine for smallpox

Quote Quiz (English)

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As solitary as an oyster

If they had rather die they had better do it and decrease the surplus population

“I wear the chains I forged in life.”

“Mankind was my business”

“Incessant torture of remorse”

“A bright, clear jet of light.”

“Another idol has displaced me ... a golden one.” “Are there no prisons? Are there no workhouses? said the Spirit, turning on him for the last time with his own words.”

“They are mans [...] This boy is Ignorance. This girl is Want. Beware them both.”

“the whole quarter reeked with crime, with filth, and misery”

“I will honour Christmas in my heart, and try to keep it all the year.”

“Oh, tell me I may sponge away the writing on this stone!”

I am light as a feather, I am as happy as an angel, I am as merry as a schoolboy, I am as giddy as a drunken man.

“A great many back-payments are included.”

“Make up the fires.”

Equipment Required

- **Black pens** (ballpoint)
- Pencils
- Ruler (preferably 30cm)
- Highlighters
- **Advised:** Rubber, compass and protractor
- All equipment must be in a **clear case or bag**.

**No correction fluid
or gel pens**



Calculators

It is recommended that your child has the Casio fx-83GTX model. This can be purchased from the Academy shop for £9.17.

**Academy
Shop**



On the Day

Exam-Day Advice for Parents and Carers

- Support a calm, organised start to the day
- Ensure the correct equipment is ready
- Keep conversations positive and reassuring
- Avoid last-minute pressure or cramming
- Offer reassurance after the exam

Exam-Day Advice for Students

- Arrive on time with the right equipment
- Eat, drink and stay focused
- Read questions carefully and manage time
- Keep calm and move on if stuck
- Do your best and look ahead to the next exam

What support is available



We recognise that the GCSE years can be challenging at times, not only for young people but for families as well. There is a wide range of support available beyond school, including trusted websites and charities that offer guidance, reassurance and practical help. These services can support wellbeing, mental health and managing stress, and families are encouraged to access them whenever additional support is needed.



www.pegssupport.co.uk

PEGS (Parental Education Growth Support) provides specialist support for parents, carers and guardians experiencing child-to-parent abuse.



www.youngminds.org.uk

We are YoungMinds - The UK's leading charity fighting for a world where no young person feels alone with their mental health

YOUNGMINDS

www.mind.org.uk

We're Mind. We won't give up until everyone experiencing a mental health problem gets support and respect.



www.bravehearteducation.co.uk

BraveHeart Education is about helping and supporting those working with vulnerable children – whether they are looked after, adopted or in challenging home environments.



cornwallsendiass.org.uk

Cornwall's Information, Advice and Support Service offers free, confidential advice and guidance for families of children and young people with SEND aged 0–25



www.caapuk.co.uk

CAAP is a small charity based in Cornwall formed by a group of parents of children with additional needs to support families to access activities during school holidays.



Who should we contact if there is a concern?

At Penrice, we offer a range of support to help students feel confident, supported and ready to succeed. Experienced staff are available to provide guidance, answer questions and work closely with students and families to ensure the right support is in place at the right time.

Teaching Staff?

Your child's first point of contact for support is their tutor, Head of Year and class teachers. These staff are experts in their fields. They are available to answer questions, provide guidance and ensure any concerns are addressed appropriately.

Pastoral Teams

The Pastoral Team provides additional support for students' wellbeing and personal development. Our Pastoral Support Mentors are based in the SFC, including Mrs Stevenson, who works closely with Year 10 and leads on careers and post-16 pathways at Penrice.

SEND Team

The SEND team provides specialist support for students with additional needs. These experienced staff work closely with students, families and teachers to ensure appropriate support is in place to help each child access learning and succeed.

Safeguarding Team

The safeguarding team is in place to ensure the safety and wellbeing of all students. Trained staff are available to listen, offer support and take appropriate action if there are any concerns, working closely with students, families and external agencies when needed.



Phone: 01726 72163



Email: penriceenquiries@penrice.celtrust.org



Website: www.penriceacademy.org

Event	Date
Geography Plymouth Fieldwork Trip and History drop down day	Thursday 27 th January
Walkthrough Exams	9 th – 13 th February
Half Term	14 th – 22 nd February
PPEs	16 th – 27 th March
Easter Holidays	3 rd – 19 th April
Progress Evening	Thursday 14 th May
Half Term	23 rd – 31 st May
Truro College Trip	Thursday 18 th June
Callywith College Trip	Tuesday 30 th June
St Austell College Trip	Monday 6 th July
Work Experience Week	20 th – 24 th July