

# **Year 10 Parent Information Evening**

**11.03.2026**

**Year 10 Finals  
preparations**



## Year 10 - Revision Information Evening

### Effective revision



How best to prepare for your examinations – what the research says:

1. Understand your assessments– including what is being assessed, the syllabus/specifications and the exam format **(Mr Reece)**
2. Explore different ways of learning and revising - find the methods that suit you and find the methods that suit your chosen subjects **(Miss McMahon)**
3. Utilise effective GCSE study techniques, practising under exam conditions and motivation **(Mr Lockett)**
4. Revision wellbeing and conclusion **(Mr Reece)**

Success doesn't  
come from what you do  
occasionally, but what you  
do consistently.



## Year 10 - Revision Information Evening

### Important upcoming dates



Week beginning Monday 2<sup>nd</sup> March 2026 – Year 10 pupils complete tutor led session on preparing for required revision (including revision timetable drafts)

Tuesday 10<sup>th</sup> March 2026 – Year 10 Revision Assembly led by Mr Reece/Mr Lockett

**Wednesday 11<sup>th</sup> March 2026 – Year 10 Parents' Information Evening (Revision)**

Week beginning Monday 23<sup>rd</sup> March 2026 – Year 10 to complete sessions on revision techniques and creating Easter exam revision timetables

Monday 18<sup>th</sup> May 2026 – Friday 22<sup>nd</sup> May 2026 – Year 10 Revision focus week

**Ongoing through the Summer term:**

Weekly assembly slots from Heads of Department (Core subjects) regarding subject-related information and effective revision techniques suited to their subject area.



**Year 10 Finals examinations  
begin on Monday 15<sup>th</sup> June  
2026**

**\*\*Independent study needed**

# Identifying topics – Use the Exam Board Specification

## RAG (Red < Amber < Green) the Specification

Google AQA GCSE Geography specification

Images 2023 PDF Past papers 2022 Checklist Topics Paper 3 Videos

About 368,000 results (0.27 seconds)

AQA  
https://www.aqa.org.uk/subjects/specification-at-a-glance/

**GCSE | Geography | Specification at a glance**  
Specification at a glance. This qualification is linear. Linear means that students will sit all their exams at the end of the course.  
Subject content · Geography · Scheme of assessment · 3.4 Geographical skills

AQA  
https://www.aqa.org.uk/gcse/geography-8035/

**GCSE | Geography**  
GCSE Geography, 8035. Find all the information, support and resources you need to deliver our specification. ... GCSE Geography Paper 3: exam time updated for ...

AQA  
https://www.aqa.org.uk/gcse/geography-8035/subject-content/

**GCSE | Geography | Subject content**  
In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and ...

AQA  
https://www.aqa.org.uk/gcse/geography-8035/introduction/

**GCSE | Geography | Introduction**  
Our specification enables students to develop their geographical knowledge and skills. This enables them to understand the world around them and to apply their knowledge and skills to real-world situations.

**Green:** Know this topic very well and achieve high marks on all exam questions

**Amber:** Know a fair amount of the content but don't always get high marks in exam questions – need to improve more in-depth knowledge and practise application

**Red:** Struggle to understand or remember this topic – need to learn facts and practice application

GCSE Geography 8035

Specification Planning resources Teaching resources Assessment resources Key dates

Introduction

Specification at a glance

Subject content

3.1 Living with the physical environment

3.2 Challenges in the human environment

3.3 Geographical applications

3.4 Geographical skills

Scheme of assessment

General administration

**Subject content**  
The subject content is split into four units: 3.1 Living with the physical environment, 3.2 Challenges in the human environment, 3.3 Geographical applications and 3.4 Geographical skills.  
In units 3.1 and 3.2 the content is split into sections, with each section focusing on one geographical theme. Unit 3.3 sets out the requirements for fieldwork and issue evaluation. Unit 3.4 sets out the geographical skills that students are required to develop and demonstrate.  
In the specification content, students are required to study case studies and examples. Case studies are broader in context and require greater breadth and depth of knowledge and understanding. Examples are more focused on a specific event or situation, are smaller in scale and do not cover the same degree of content.  
• 3.1 Living with the physical environment  
• 3.2 Challenges in the human environment  
• 3.3 Geographical applications  
• 3.4 Geographical skills

Previous Specification at a glance

Next 3.1 Living with the physical environment

## 3.1 Living with the physical environment

This unit is concerned with the dynamic nature of physical processes and systems, and human interaction with them in a variety of places and at a range of scales.

The aims of this unit are to develop an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

### Section A: The challenge of natural hazards

In this section, students are required to study all the themes.

#### Natural hazards

Key idea	Specification content
Natural hazards pose major risks to people and property.	Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk.

#### Tectonic hazards

Key idea	Specification content
Earthquakes and volcanic eruptions are the result of physical processes.	Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.
The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth.	Primary and secondary effects of a tectonic hazard. Immediate and long-term responses to a tectonic hazard. Use <b>named examples</b> to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth.
Management can reduce the effects of a tectonic hazard.	Reasons why people continue to live in areas at risk from a tectonic hazard.

# Identifying topics – exam boards online

Many subjects provide specification lists; for example, post-exam wrappers, revision books, revision schedules:

## Write like a Mathematician.

1. Write the date and title
2. Make sure your examples are clear.
3. Show all your working out.
4. Mark and correct your work as you go.
5. Respond to feedback given.

### Revise like a mathematician

- [Corbettmaths](#)
- [Spax Maths](#)
- [Maths Genie](#)

## Be ready like a Mathematician

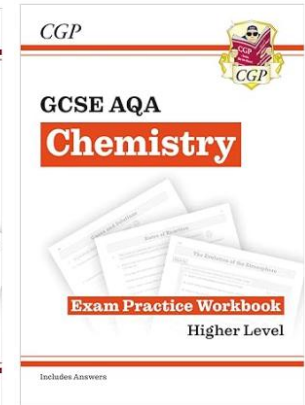
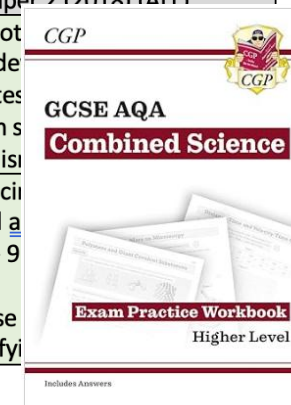
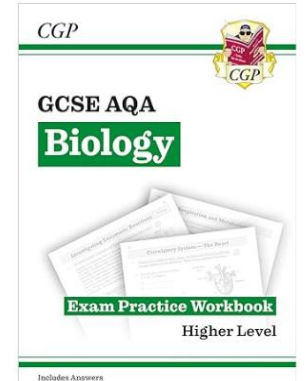
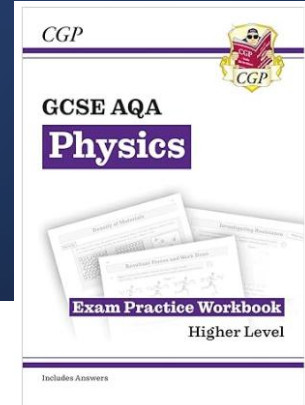
You will need the following equipment

- A blue or black pen
- A pencil
- A rubber
- A sharpener
- A different coloured pen
- A ruler
- A protractor
- A pair of compasses
- A CASIO classwiz calculator
- A glue stick
- A whiteboard marker
- A highlighter

## Record your MIB like a Mathematician

Topics	MIB	Next Steps?
Algebra 1	<i>Factorise and solve</i>	<i>Sparks video-U228 and attached questions</i>
	<i>Drawing a cubic graph</i>	<i>Sparks video-U980 and attached questions</i>

Week beginning	Intervention cohort	Interleaved Seneca Homework (ALL)
Q 23rd January	Workbook Paper 1 - November mock MIB Priority 1 (ALL)	2.2.5 Examples of digestive enzymes 2.2.6 Testing for biological molecules
P 30 <sup>th</sup> January	Workbook Paper 2 - November mock MIB Priority 2 (ALL)	2.5.1 Plant tissues 2.5.2 Transpiration
Q 5 <sup>th</sup> February	Workbook – Paper 2 (1) The Nervous system pages 64-73	2.5.3 Translocation 2.5.4 Transpiration tissues
P 12 <sup>th</sup> February	Workbook – Paper 2 (2) The Endocrine system pages 75-88	2.5.5 Stomata 4.1.1 Photosynthesis
Half term		
Q 26 <sup>th</sup> February	February Mock exam	4.1.2 Photosynthesis 2 4.1.3 Photosynthesis experiments 4.1.4 Grade 9 Photosynthesis experiment
P 4 <sup>th</sup> March	Workbook – Paper 2 (3) Inheritance pages 89-96	4.2.1 Respiration
Q 11 <sup>th</sup> March	Workbook – Paper 2 (4) Genetics and evolution pages 97-105	4.2.2 Exercise 4.2.5 Exam Q – Anaerobic respiration
P 18 <sup>th</sup> March	Workbook – Paper 2 (5) Evolution part 2 pages 106-114	3.1.1 Spreading <u>disease</u> 3.1.2 Viruses
Q 25 <sup>th</sup> March	Workbook – Paper 2 (6) Ecology pages 115-131	3.1.3 Other pathogens 3.1.4 Human defence systems 3.1.5 Human defence systems 2 3.1.6 Grade 9 Immune system
Easter – Practice paper 1 (2018) and Practice paper 2 (2018) (ALL)		
P 15 <sup>th</sup> April	Workbook – Paper 2 (8) Ecology Part 3 pages 132-139	3.1.7 Antibiot 3.1.8 Drug de
Q 22nd April	Workbook – Mixed questions (pages 140-146)	3.1.9 Drug tes 3.1.11 Exam s Microorganis
P 29th April	Practice paper 1 (2019) Practice paper 2 (2019) to be given to students to complete after paper 1 (10 <sup>th</sup> May)	3.2.1 Produci monoclonal a 3.2.2 Grade 9 antibodies 3.3.1 Disease 3.3.2 Identify



# Identifying exam boards – School website information



## In This Section

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[School Calendar](#)

**Continuing our  
legacy of excellence.**

## Parent Information Evenings

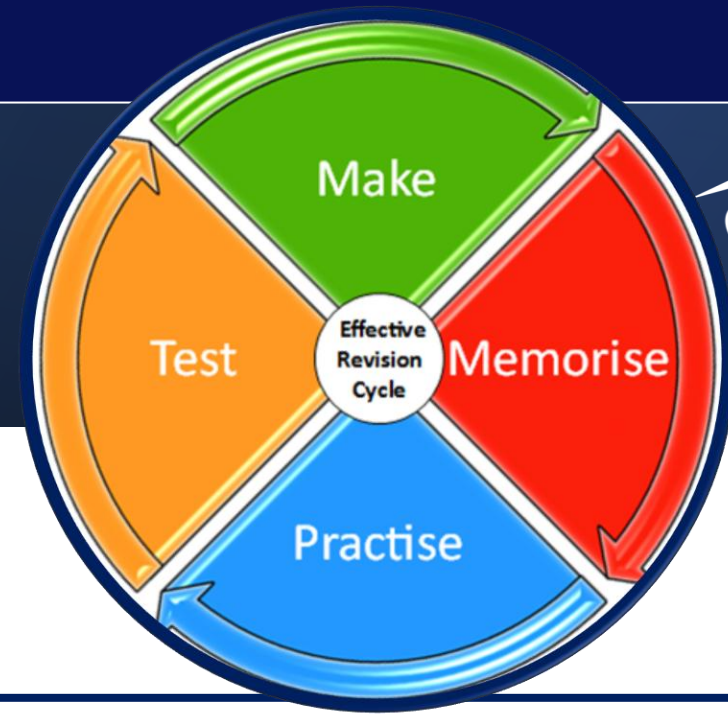
-  [Year 11 Parent Information Evening – Exam Preparation 2026](#)  
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-  [Parents' Information Evening – Preparing For September](#)  
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-  [Year 6 Transition Evening Presentation 2025](#)  
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# How to revise

We remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 40% of what we see and hear
- 70% of what is discussed
- 95% of what we teach to someone else



- Learning and revising are active processes which should involve engaging with your subject material.
- Here are some of the most effective ways to revise using evidence from years of **neuroscience** and **memory** research.
- The aim of revision is to make sure that your **lesson knowledge** is processed deeply and therefore moves into your **long-term memory** stores. You also need to be able to recall these memories in the exam.
- **STEER** knowledge in the right direction!

# Most common, but least effective!

## Highlighting

Not productive – students will focus in on just that fact and not the wider context/information

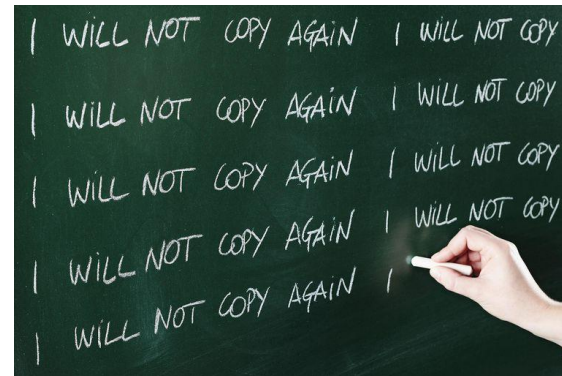
Highlighting texts feels good. You can draw attention of people to a word or perhaps even to a whole sentence that spans across multiple lines in such a way that hyphenation etc. are not affected.



## Re-reading



**Read, Cover, Review**



**Re-writing notes**

## Summarising

**SUMmarise It**

**S**horter than the text

**U**se your own words

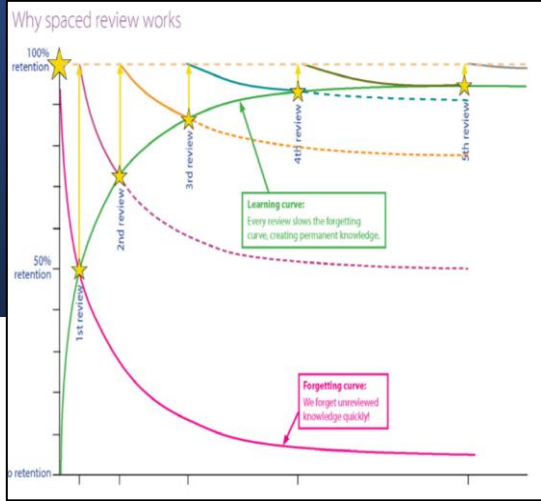
**M**ain ideas only



## Cramming



# STEER your knowledge



## Spaced Learning

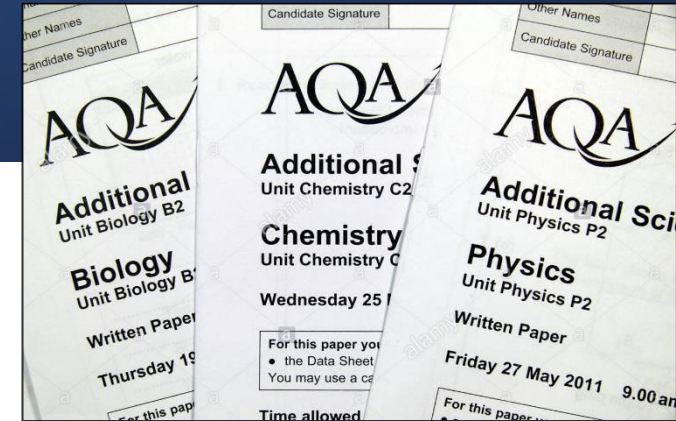


## Retrieve Knowledge

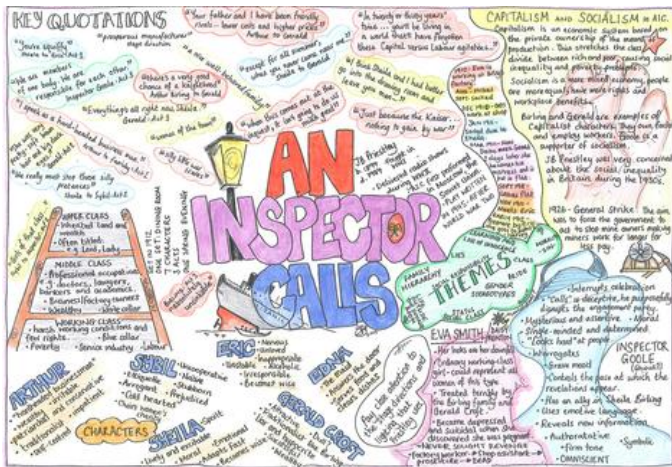
- S** – Space
- T** – Transform
- E** – Elaborate
- E** – Examine
- R** – Retrieve

## Transform Knowledge

## Exam Practice

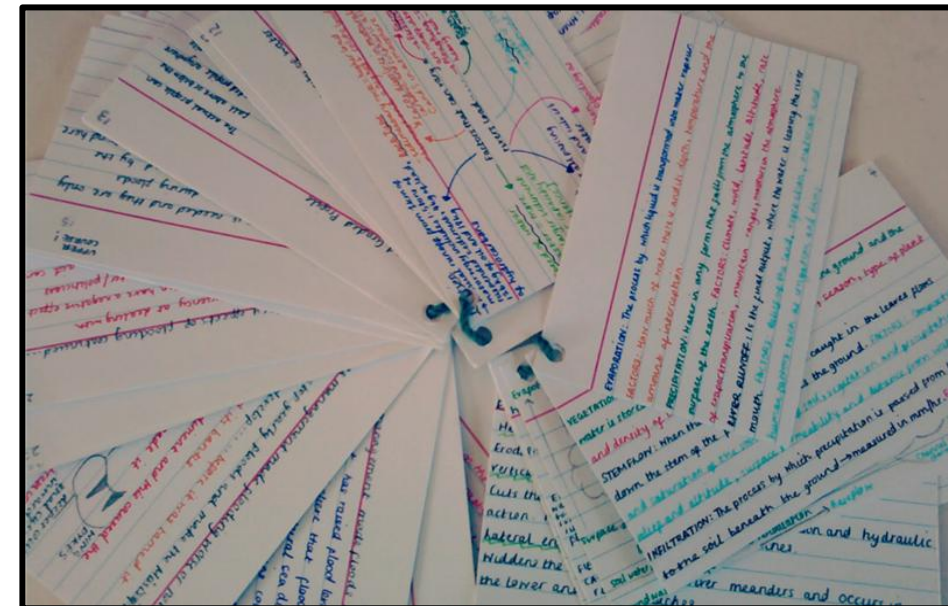
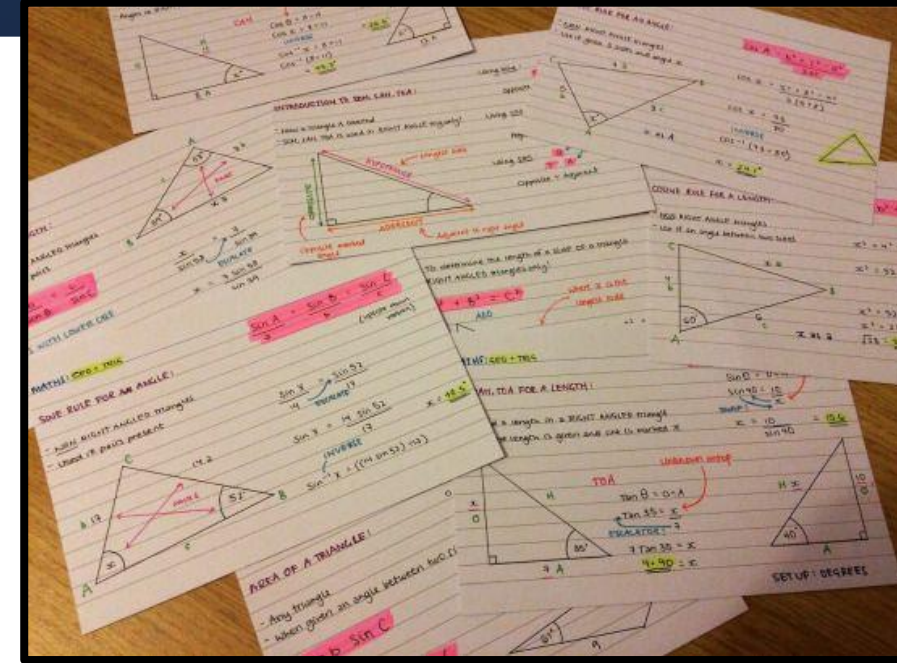


## Elaborate on Knowledge



# Flash cards – Retrieval practice

- Write from memory.....and then check
- Test frequently (family can help!) – Quizzes, Essays.....from memory
- Flash cards are good for revision - to have maximum impact, must be high quality, and then use them in activities e.g. peer testing, Look, Cover, Write from memory, Check
- Not just for learning but to apply knowledge
- Will look different in different subjects
- Key terms on one side, information on back (and questions to apply – friends and family to test – *remember 95% of what we teach*)
- Recall information – create piles of success and not, keep doing it until no cards on the ‘can't remember’ pile
- Speak it out loud – research has shown this aids memory
- **MUST CHECK AND USE TO INFORM NEXT REVISION SESSION**



# Exam practice – Very effective



Exam questions in controlled conditions build up the amount of content examined.

- Do not continue to revise the topics that you are happy/comfortable with.
- Assess your subject/topic knowledge and ask for additional exam questions on topics you need to revise/struggle with
- When you have completed the questions, ask your teacher to mark them, for the answers or for feedback on longer questions
- Read the examiners' reports

Why does it work?	What can I do?
<ul style="list-style-type: none"><li>• Practising something regularly will make it a permanent habit, which can benefit you in the long term</li><li>• Practice also involves mental manipulation of your knowledge, a deep process activating many areas of the brain</li><li>• Practicing skills over time causes neural pathways to work faster in your brain, which improves recall in exams</li></ul>	<ul style="list-style-type: none"><li>• Do exam questions (ask teachers if unsure where to access these)</li><li>• Make up exam questions for each command word</li><li>• Use mark schemes to see what the examiners are looking for</li><li>• Read examiner reports to see what examiners like you to write and what they don't like!</li><li>• To improve your performance, you need to practice frequently, and get lots of feedback so you practice correctly</li></ul>

## External Subject Tutor use

- **Have the ability to reinforce and consolidate in-school learning**
- **Support, not substitute**
- **Students need to experience being unsuccessful and building resilience – they need to practise working out how to do questions by themselves too**

# What should a typical a revision session look like?

## Revision session structure

When looking to structure your revision session, it is vital to make sure that you are organised with your revision materials and what you are going to complete in each session. Try to work on the basis of 25 minutes revision/5 minutes rest.

**This rest period should allow for a mental break and for the information you have just revised to be consolidated. It could include going for a short walk around the house and/or getting a drink but should not include distractions such as the use of any devices.**

Your 60 minute English Literature revision could be structured as follows:

**5 mins** – Reading novel or section overview/summary and planning for revision to be completed e.g. specific quotes from A Christmas Carol - add quotes to flash cards or mind map under relevant sections if required.

**5 mins** – Test yourself, using flash cards, on the key quotes, themes and character traits/development – **put cards on a 'can remember' pile and 'need more practice' pile**

**15 mins** – Attempt specific exam question related to topic revised e.g. exam question on how Scrooge's character changes through the novel.

**Rest – 5 mins – get a drink from the kitchen**

15 mins – Continue with exam question, re-reading through first part of your answer and add content which matches the marks allocated for the question

10 mins – Look through your answer and the mark scheme to see where you have picked up marks. Annotate your work to see where other quotes could have been added/points could have been made – **add in anything you missed to your flashcards and put on the don't know yet pile.**

**Rest – 5 mins – go for a short walk around the house**

## Utilise the Pomodoro cycle method to maximise the effectiveness of your revision

### The Pomodoro technique



## ONE POMODORO CYCLE



■ WORK

■ BREAK



# Effective revision timetabling

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07.00							
08.00	School lessons						
09.00							
10.00							
11.00							
12.00							
13.00 (lunch intervention)							
14.00	School lessons						
15.00 (After school intervention)							
16.00							
17.00							
18.00							
19.00							
20.00							
21.00							
22.00							

Starting with the inflexible elements.

Your school lessons give you the opportunity for 25 hours of compulsory learning time per week.

It is essential to ensure that no lost learning is evident within these lessons

# Effective revision timetabling

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07.00							
08.00	School lessons						
09.00							
10.00							
11.00							
12.00							
13.00 (lunch intervention)	Library revision				Library revision		
14.00	School lessons						
15.00 (After school intervention)				Library revision			
16.00							
17.00							
18.00							
19.00							
20.00							
21.00							
22.00							


Add in your in-school revision that you do currently, even if this is staying to revise within the Green Room or Library

These additional sessions will further add to your revision schedule



Revision sessions can be utilised for homework completion – which can be seen as directed revision

# Effective revision timetabling

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07.00	School lessons					 <p>Add in any potential journey time revision e.g. going through flash cards in the car</p> <p>This may not always be possible/appropriate</p>	
08.00							
09.00							
10.00							
11.00							
12.00							
13.00 (lunch intervention)	Library revision				Library revision		
14.00	School lessons						
15.00 (After school intervention)				GT Study Hub			
16.00							
17.00							
18.00							
19.00							
20.00							
21.00							
22.00							

Revision sessions can be utilised for homework completion – which can be seen as directed revision

# Effective revision timetabling

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday				
07.00		<p><b>Add your non-negotiables</b></p> <p>Whilst being a Key Stage 4 pupil is tough, you still need to dedicate some time to being away from school and for the things that you enjoy.</p> <p>This would include time for organised clubs/activities, socialising and/or work commitments</p>									
08.00											
09.00											
10.00											
11.00											
12.00											
13.00 (lunch intervention)	Library revis								on		
14.00											
15.00 (After school intervention)											
16.00											
17.00											
18.00											
19.00		Gym		Gym							
20.00					Dedicated non-exam time						
21.00											
22.00											

Revision sessions can be utilised for homework completion – which can be seen as directed revision

# Final revision timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
07.00								
08.00							Music revision	
09.00						Biology revision	Organised sport	
10.00								
11.00						Work		
12.00								
13.00 (lunch intervention)	Science revis							
14.00								
15.00 (After school intervention)								
16.00								
17.00								
18.00	English Lit Revision	Geography Revision	RS Revision	English Lang Revision	Chemistry revision		Physics revision	
19.00		Gym		Gym	Dedicated non-exam time	Maths revision		
20.00	Maths Revision		French Revision				Revision session (TBC)	Drama revision
21.00								
22.00								

**Tailor your time to strike a balance between revision and your home life.**

At this point, it is important now important to look at where you are currently, where you have made progress and where you still have improvements to make.

You need to add sessions for each subject, possibly more for some subjects to ensure improvement

Revision sessions can be utilised for homework completion – which can be seen as directed revision

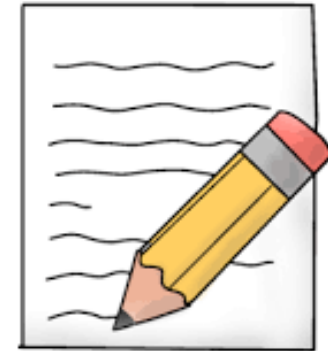


# The Year 10 Finals - Scheduling

They Year 10 finals come in the last half term of the school year and will start on Monday 15<sup>th</sup> June 2026. Due to the nature of having to complete a number of subject-specific exams, multiple exams for some subjects, this will be a busy time for our Year 10 pupils.

The rationale:

- Formal assessment opportunity.
- Progress checks.
- Gaps in knowledge identification.
- Post-16 options information.
- Familiarisation of setting and exam endurance



**Action plan  
for Year 11**

# Year 10 - Revision Information Evening



There is no substitute for being prepared during your Year 10 finals. Create positive exam habits now so that they are engrained for future examination periods

## Individual Candidate Timetable

Season :

Name :

Candidate Number :

UCI :

Centre Number :

Year :

Reg Group :

ULN :

2382907727

Date	Start Time	Board	Level	Element Code	Element Title	Component Code	Component Title	Duration	Room	Seat
Mon 24 Feb	9:00AM	DOM	Lod/B	MH	Mathematics Higher	MHP1	Mathematics Y11 Higher P1	1h 30m	School Hall	E13
Mon 24 Feb	11:10AM	DOM	Lod/B	MH	Mathematics Higher	MHP2	Mathematics Y11 Higher P 2	1h 30m	School Hall	E13
Mon 24 Feb	1:30PM	DOM	Lod/B	ELI	Religious Studies.	ELIP1	Religious Studies.	1h 45m	School Hall	A16
Tue 25 Feb	9:00AM	DOM	Lod/B	CS11H	Combined Science Y11 Highter	CS11HB	Combined Biology Y11 Higher	1h 05m	School Hall	E8
Tue 25 Feb	1:00PM	DOM	Lod/B	RS	English Literature	RSP1	English Literature	2h 15m	School Hall	A16
Wed 26 Feb	9:00AM	DOM	Lod/B	CS11H	Combined Science Y11 Highter	DCHP1	Combined Chemistry Y11 Higher	1h 05m	School Hall	E8
Wed 26 Feb	1:30PM	DOM	Lod/B	MH	Mathematics Higher	MHP3	Mathematics Y11 Higher P 3	1h 30m	School Hall	E13
Thu 27 Feb	9:00AM	DOM	Lod/B	CS11H	Combined Science Y11 Highter	CS11HP	Combined Physics Y11 Higher	1h 05m	School Hall	E8
Thu 27 Feb	1:30PM	DOM	Lod/B	ELA	English Language	ELAP1	English Language Y11	1h 45m	School Hall	A16

# How much revision should I be completing daily/weekly?

Revising at Key Stage 4 is mainly about how organised you can be with your revision and applying yourself until your exam revision routine becomes the normality.

It is normal, and certainly expected, that you should be revising for at least 2 hours per day during the week. This should increase to between 3-4 hours on weekend days.

However, your revision must be structured in a way that suits you, but more importantly, in a way that works for you. If you revise better in the morning, it is better to get up earlier and have your revision finished by the middle of the afternoon.

Your revision sessions each day should not finish too late and your planning should give you plenty of time to ensure that you have sufficient sleep. **This will also be key in maximising your exam performances and success.**

**Make revision a habit for the next 15 months.**

No-one said that it is going to be easy. The effort that you put in now, will lead to the rewards that you gain in July and at the end of Year 11



Consider a separate revision timetable for Easter which considers you will not be attending school lessons (3-4 hours per day), but this will include well-needed rest days also.

# Science Exam Practice Workbooks

**Science Exam practice workbooks are now available through Wisepay to support GCSE Science pupils.**

Why are the books useful?

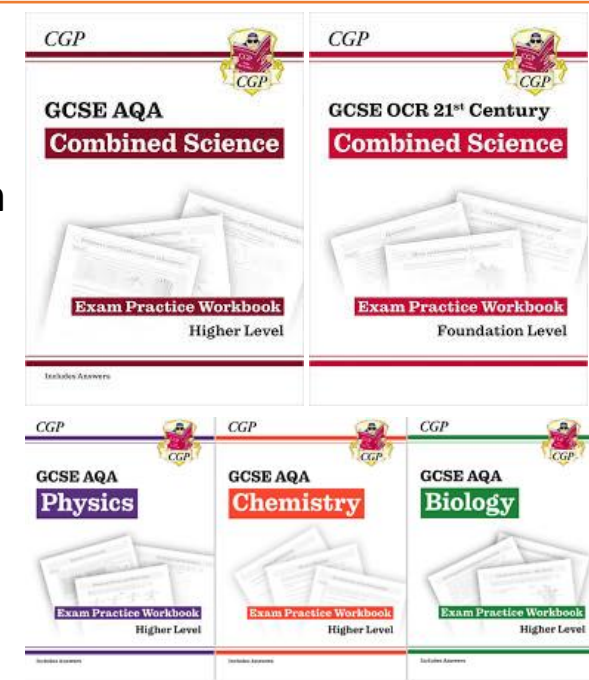
- Workbooks are written in conjunction with the CGP revision guide and supplement this with exam practice questions.
- Workbooks are tiered so pupils can practice questions for their tier of entry.
- Contains realistic exam-style questions for the entire course, including coverage of working scientifically and all the required practical activities.
- Every question is labelled with a grade, so it's easy for students to tailor their practice for their target grade or focus on the tough stuff!
- Detailed step-by-step answers are included at the back of the book.

The workbooks can be purchased on Wisepay, they can be found in the General payment section at the bottom under Science workbooks;

Combined science higher or foundation £6.48

Triple science bundle for £10.25 (biology, chemistry and physics)

**Closing date for purchases is Wednesday 25<sup>th</sup> March.**



Purchased books will be delivered during science lessons after Easter.

**If you have any questions or if your son/daughter would like to look at a book before buying, please contact Dr S Owen KS4 Science coordinator at [sowen@blue-coat.org](mailto:sowen@blue-coat.org)**

# Year 10 revision - Wellbeing

## Sleep

- 8 hours minimum sleep each night
- Build into revision routine
- No mobile devices for at least 30 minutes before going to bed
- Bed = relaxation and recovery
- Avoid over-sleeping



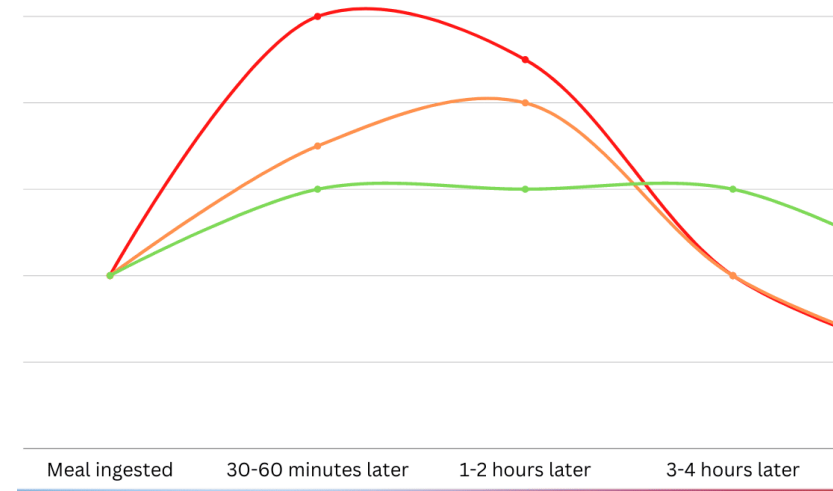
## Hydration

- Effects of dehydration on productivity
- Stay hydrated whilst revising - the right hydration??
- Monitor caffeine levels and reduce accordingly

## Diet

- Regular patterns throughout the exam period – including breakfast
- Limiting stimulants and foods too high in sugar
- Consistent energy levels
- Eating before an exam

TRY TO GIVE YOUR CHILD AT LEAST 30 MINS SCREEN-FREE TIME BEFORE BED



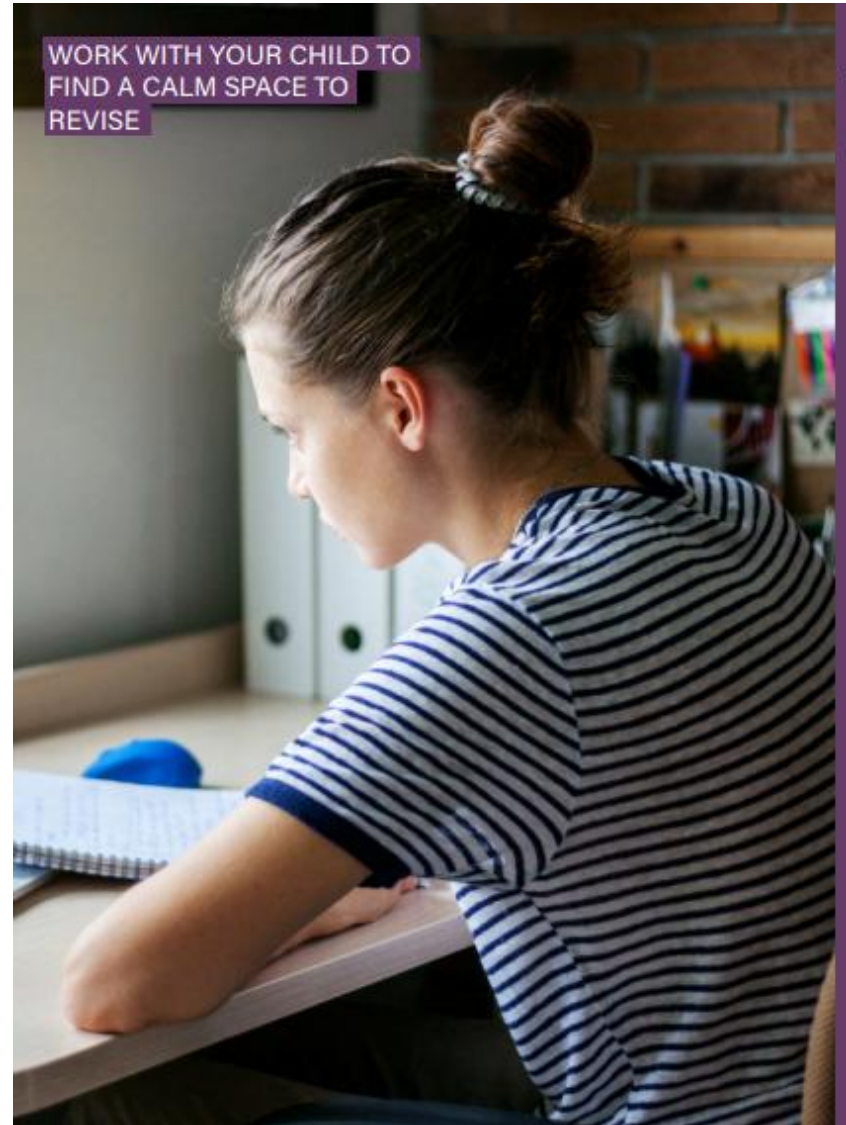
# Year 10 revision - Wellbeing

## Revision space

- Ensure an appropriate revision space is available (either at school or at home) – quiet, good lighting, minimal distractions/noise, support available
- Revision timetable displayed for focus
- Organised revision materials
- Regular breaks (5 minutes in every 30 minutes)

## Active revision

- Essential for physical and mental health during exam period
- Build this into your revision schedule, including fresh air and movement away from your revision space
- Continue any health-related activities during exam period to promote stress-relief and give an active distraction



# Support During the Exams

- Help **organise** their week so they feel in control
  - Be prepared for the next day – know what is coming (including exams, seat numbers and start times)
  - Be on time – set alarm in good time (give enough time for journey to school)
  - Utilise morning revision space
  - Equipped
  - Not rushed
- **Prepare snacks and water bottle** (clear without label) for the next day
- Eat **breakfast**, or bring it with them for before the exam
- **Limit stimulants** before an exam – may lead to loss of focus – continue normal routine
- If 2 or 3 exams in one day, have **extra food to revitalise and maintain energy levels**
- **Exam anxiety is natural** – support with all of the previous ideas, and maybe practice mental rehearsal, breathing techniques or yoga, use relaxing oils or drink relaxing herbal teas.
- **Role model positivity** – remain calm and positive



Useful links:

[AnxietyUK](#)



# Year 10 revision – Utilise in-school support

## Important contacts

At Blue Coat School, we are blessed to have dedicated teachers who are experts in their field

Should you feel the need to contact school to discuss further support for your child, please send correspondence to our Key Stage 4 Pastoral team using the email address [y10pastoral@blue-coat.org](mailto:y10pastoral@blue-coat.org).

In addition to this, please feel free to contact any of the following:

Mr C. Reece – Director of Learning (Year 10)

Mrs N. Sinkinson – Pastoral Officer (Year 10)

Mr M. Lockett – Assistant Headteacher/Director of Key Stage 4



# Identifying topics – Website information



The Blue Coat  
School



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Continuing our  
legacy of excellence.

## Parent Information Evenings



[Year 11 Revision Guides and Resources](#)

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[Year 10 Parents' Evening – GCSE Revision](#)

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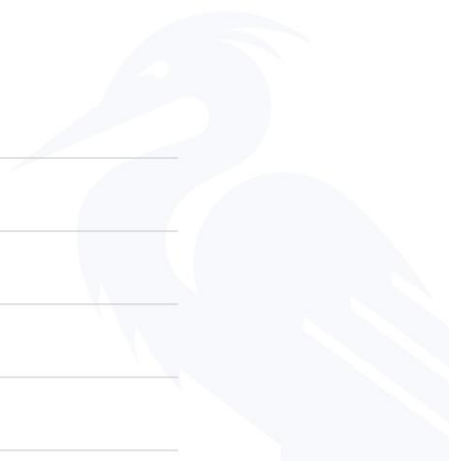
[GCSE Examination Preparation Presentation 2023](#)

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# The Blue Coat School

## Year 10 – Revision Information Evening

**Questions to be directed towards the Year 10  
pastoral inbox**