



# Year 10 - Exam Rubric and Revision



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2 WEEKS  
TO GO

"YOU OWE IT TO  
YOURSELF TO BE THE  
BEST  
YOU CAN POSSIBLY BE!"

## 2025 Y10 PPE June Timetable

Date	Monday 9-Jun	Tuesday 10-Jun	Wednesday 11-Jun	Thursday 12-Jun	Friday 13-Jun
9.00	Y11 Biology	Y11 Spanish Y10 3 D and Graph	Y11 Maths	Y11 Geography Y10 Art	Y 11 Chem
1.15	Y11 Sports	Y10 3 D and Graph	Contingency	Y11 Astronomy Y 10 Art	Y11 Statistics Y11 Polish
Date	Monday 16-Jun	Tuesday 17-Jun	Wednesday 18-Jun	Thursday 19-Jun	Friday 20-Jun
9.00	Y11 Physics	Y 11 Spanish Food 9.00-10.45	English Literature 9.00-10.30	Maths 1 9.00-10.30	History 9.00 - 10.25
1.15	Y 11 Music	Y 11 Food	Geography 1.15-2.45	German and French Wr 1.15-2.35	French Lis and Read 1.15-3.15
Date	Monday 23-Jun	Tuesday 24-Jun GYM	Wednesday 25-Jun	Thursday 26-Jun (GYM)	Friday 27-Jun (AM GYM)
9.00	English Language 9.00-10.45	Music 9.00-10.30	Contingency	Child Dev 9.00-10.15	Engineering 9.00-10.00
1.15	Biology 1.15-2.30/3.00	Comp and RE 1.15-2.15 / 3.15	Contingency	Sports Studies 1.15- 2.45	Chemistry 1.15-2.30/ 3.00
Date	Monday 30-Jun	Tuesday 1-Jul	Wednesday 2-Jul	Thursday 3-Jul	Friday 4-Jul
9.00	Maths 2 9.00-10.30	Physics 9.00-10.15/10.45			
1.15	German Lis and Read 1.15 - 3.15	Catch Up			



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## What is Exam Rubric?

**At Millthorpe, we recognise the value of Exam Rubric in supporting each student to understand how to make progress to be the best that they can be in each subject.**

A rubric is a document which makes explicit the criteria by which students' assessments are marked.

Each department/GCSE subject has written an Exam Rubric guide that will be regularly used within, and outside of, lessons to support teaching and learning and includes, as a minimum, the following four key parts:

- **Description** - Task/Assignment/Exam Overviews for Each Paper, Grade Boundaries.
- **Criteria** - Assessment Objectives, Mark Schemes, Inserts/Formula Grids, Knowledge Organisers, 'Top Tips'.
- **Levels** - Explicit Success Criteria for Each Level or Grade Point.
- **Standards** - Model examples of Answers at Each Grade Point, including 100% Answers, with Clear Rationale, Key Points from Examiner Reports.



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Description

Criteria

For example . . .

Levels

Standards

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AQA Questions matter

Section 1

Section 2

Section 3

Section 4

Section 5

Section 6

Section 7

Section 8

Section 9

Section 10

Section 11

Section 12

Section 13

Section 14

Section 15

Section 16

Section 17

Section 18

Section 19

Section 20

Question One:

Question Two:

Question Three:

Question Four:

Question Five:

Answers 2dp to 100

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Answers 2dp to 100

## AOS1: Knowledge Organiser

### Musical forms and devices

#### Area of study 1 - Eduqas GCSE Music

Baroque era (1600-1750)	Classical era (1750-1810)	Romantic era (1810-1910)
<ul style="list-style-type: none"><li>Harpisichord</li><li>Ornaments</li><li>Terraced dynamics</li><li>Basso continuo</li><li>Small orchestra (mostly strings, plus some wind)</li><li>Suite, sonata, oratorio, chorales, trio sonata</li><li>Bach, Handel, Vivaldi</li></ul>	<ul style="list-style-type: none"><li>Slightly larger orchestra</li><li>Piano introduced</li><li>Alberti bass</li><li>String quartets</li><li>Symphony, solo sonata, solo concerto</li><li>Balanced, regular phrases</li><li>Haydn, Mozart, Beethoven</li></ul>	<ul style="list-style-type: none"><li>Lyrical, expressive melodies</li><li>Large orchestra</li><li>Wider range of dynamics</li><li>Richer harmonies and use of chromatic chords</li><li>Programme music</li><li>Opera symphony</li><li>Tchaikovsky, Grieg, Schumann, Dvorak, Brahms, Verdi, Wagner</li></ul>

#### Form and structure

Form and structure	Devices
<b>BINARY</b> A B Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast.	<b>Repetition</b> A musical idea is repeated exactly.
<b>TERNARY</b> A B A Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes.	<b>Imitation</b> An idea is copied in another part.
<b>RONDO</b> A B A C A A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.	<b>Sequence</b> Repetition of an idea in the same part at a higher/lower pitch.
<b>MINUET AND TRIO</b> II: AB : II IC: D : II AB The minuet was a type of graceful dance from the 17-18th century, and was often used as the 3rd movement in symphonies in the Classical era. The minuet had two new repeated sections, with a return to the minuet at the end (no repeat).	<b>Ostinato</b> A short, repeated pattern or phrase.
<b>VARIATIONS</b> A a A A A The main theme (tune) is repeated and developed a number of times in a variety of different ways.	<b>Drone</b> A long held or constantly repeated note(s).
<b>STROPHIC</b> A A A A simple form where the song uses the same melody over and over.	<b>Arpeggio/ broken chord</b> The notes of a chord played individually.
	<b>Albini bass</b> A broken chord accompaniment (I, V, iii, V) common in the Classical era.
	<b>Anacrusis</b> An 'up-beat' or pick-up before the first strong beat.
	<b>Dotted rhythms</b> A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect).
	<b>Syncope</b> Off beat accents.
	<b>Conjunct</b> Notes that move in steps.
	<b>Disjunct</b> Notes that move in leaps/ intervals.
	<b>Regular phrasing</b> Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases.
	<b>Cadences</b> The two chords at the end of a phrase
	<b>Perfect</b> V-I Strong ending - sounds 'finished', a musical full stop.
	<b>Plagal</b> IV-I Sounds finished but 'softer', Amen.
	<b>Imperfect</b> I-IV, I-V, vi-V Sounds unfinished.
	<b>Interrupted</b> V-vi Moves to an unexpected chord, 'surprise'.

#### Scales and chords

A **CHORD** is a group of two or more notes played at the same time. A **TRIAD** has three notes. A **CHORD SEQUENCE/ PATTERN** is a series of chords. **DIATONIC HARMONY** is based on the chords of major/minor scales.

Primary chords I, IV, V  
Secondary chords ii, iii, vi, vii

C Major Scale  
Tonic: C, D, E, F, G, A, B, C

C Major Triads  
I: C, E, G; II: D, F, A; III: E, G, B; IV: F, A, C; V: G, B, D; VI: A, C, E; VII: B, D, F

Minor Scales to C  
A Minor (Harmonic) Scale  
Chromatic Scale on C

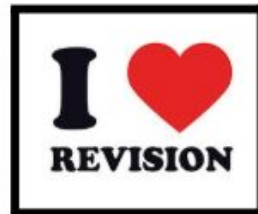




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To get the most out of Exam Rubric, at Millthorpe we:



Ensure every GCSE student has an Exam Rubric for our subject - these are available either as a paper copy and/or on each subject's Google Classroom and the Year 10 Exam Rubric Google Classroom.

Value and recognise the importance of this document in helping you to access every available mark in your exams - we know that **Every Mark Matters**.

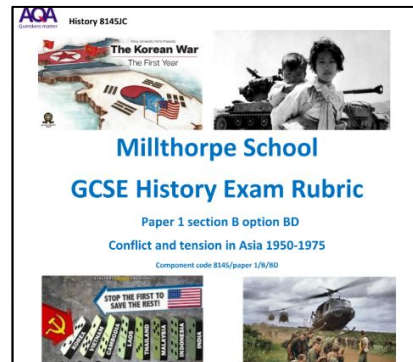
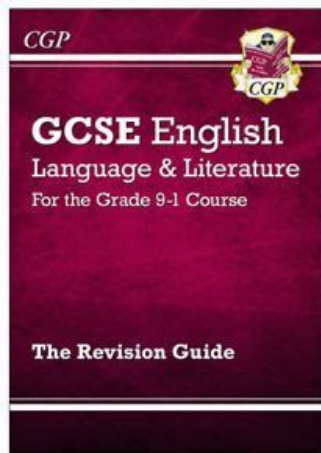
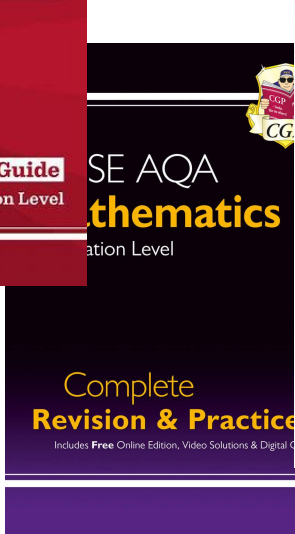
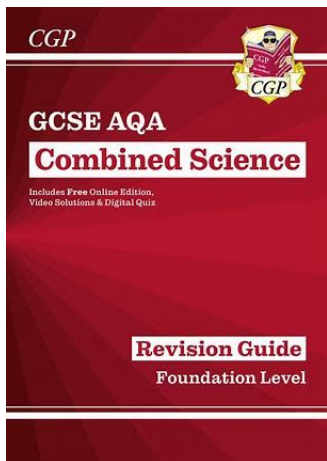
Direct you to use and make reference to your Exam Rubric during lesson time - for example, practical use of knowledge organisers and mark schemes for reference.

Direct you to use and make reference to your Exam Rubric when completing homework tasks - they contain a wealth of information that can help you to be more independent in each subject.

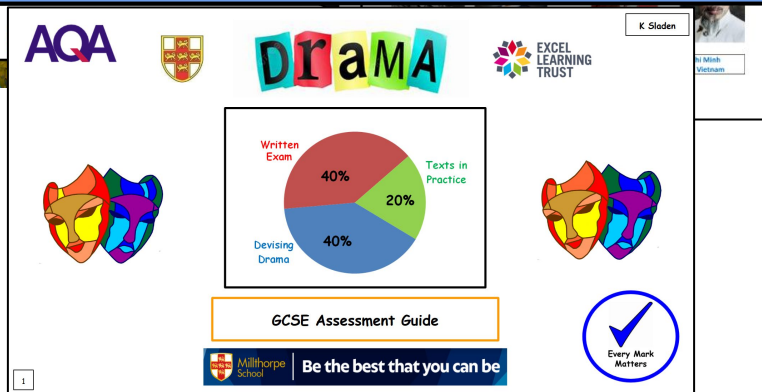
Direct you to use and make reference to your Exam Rubric when completing revision - they contain lots of information that can help you to complete, for example, the Fab Four Revision Strategies.



## What is the difference between a Revision Guide and an Exam Rubric?



Made for YOU by YOUR teachers



Made for ANYONE / EVERYONE



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OVER  
TO  
YOU



**HELP! I DON'T KNOW  
HOW TO REVISE!**



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The word revision literally means to 'see again'. Revision helps you to remember the important facts, figures, topics and methods that you studied in the past so that you are able to recall these in the future, typically in an exam.

However, not all revision is good revision.

**Passive revision**, such as re-reading notes, highlighting/underlining text or copy out notes involve you receiving information without meaningful engagement. While these methods may feel productive, research consistently shows they actually have limited results.







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In contrast, **active revision** requires you to engage actively with your subject material which strengthens your memory pathways and triggers several cognitive processes that enhance learning, making information easier to recall during exams. The effort required in active revision – known as “desirable difficulty” – improves long-term retention.

At Millthorpe, we know that students can best use our **‘Fab Four’ Revision Strategies** alongside your Exam Rubrics in order to engage in effective **active revision** across all subject areas.





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**Fab4**



At Millthorpe, we recommend  
and guide you to use the  
following research proven  
revision strategies:



**I ♥  
REVISION**

**1. Brain Dumps**

**IT  
Works.**

**2. Mind Maps**

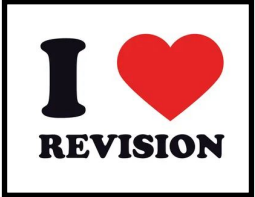
**3. Flash Cards**

**4. Self Quizzing**






**I ♥  
REVISION**

**Fab4**

 **EXCEL  
LEARNING  
TRUST**



## 1. Brain Dumps

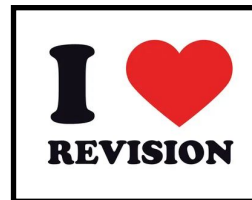
																								
1.					2.					3.					4.					5.				
Identify knowledge					Write it down					Organise information					Check understanding					Store and compare				
Identify the knowledge/topic area you want to cover.					Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)  Give yourself a timed limit (e.g. 10 minutes)					Once complete and you cannot remember any more use different colours to highlight/underline words in groups.  This categories/links information.					Compare your brain dump to your K/O or book and check understanding.  Add any key information you have missed (key words) in a different colour.					Keep your brain dump safe and revisit it.  Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.				





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## 2. Mind Maps

1.	2.	3.	4.	5.
<b>Identify knowledge</b>	<b>Identify sub topics</b>	<b>Branch off</b>	<b>Use images &amp; colour</b>	<b>Put it somewhere visible</b>
Select a topic you wish to revise. Have your class notes/knowledge organisers ready.	Place the main topic in the centre of your page and identify sub topics that will branch off.	Branch of your sub topics with further detail.  Try not to fill the page with too much writing.	Use images and colour to help topics stick into your memory.	Place completed mind maps in places where you can see them frequently.

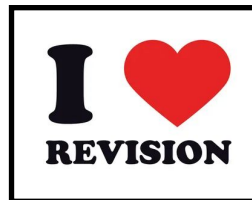
Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it





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## 3. Flash Cards

1.					2.					3.					4.					5.				
<b>Identify knowledge</b>					<b>Colour coding</b>					<b>Designing</b>					<b>Using</b>					<b>Feedback</b>				
What are you creating flash cards on?					Use different coloured flash cards for different topics. This helps with organization NOT recall					1 Question per flashcard.  Making them concise and clear.  Use a one word prompt, so that you can recall as much as you can.  No extended answer questions.					Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.  Do not just copy & re-read.  Shuffle the cards each time you use them.  Use the Leitner system to use flash cards everyday.					How have you performed when you look back at your answers?  Is there anything you need to revisit in more detail?  Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.				
Do you have your knowledge organizer?																								
Use your book to look at previous misconceptions from whole class feedback.																								

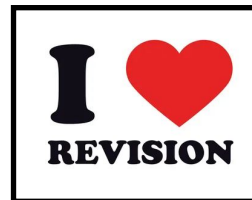
**IT**  
**Works.**

**Fab4**




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## 4. Self Quizzing

				
1.	2.	3.	4.	5.
Identify knowledge	Review and create	Cover and answer	Self mark & reflect	Next time
Identify knowledge/content you wish to cover.	<p>Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)</p> <p>Create x10 questions on the content (If your teacher has not provided you with questions)</p>	<p>Cover up your knowledge and answer the questions from memory.</p> <p>Take your time and where possible answer in full sentences.</p>	Go back to the content and self mark your answers in <b>green</b> pen.	Revisit the areas where there were gaps in knowledge, and include these same questions next time.

**IT**  
**Works.**

**Fab4**



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## What next?

- Ensure you can access the Exam Rubric for each of your examination subjects.
- Accept the invitation from me to join the Year 10 Exam Rubric Google Classroom.
- Use the time provided in your dedicated PD lesson after half term to explore the contents of each subject's rubric.
- Get revising, using your Knowledge Organisers and Millthorpe's Fab Four Active Revision Strategies to prepare for your PPEs.
- Ask for further support if you need it.
- **Be the best that you can be!**



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Why this?

Why now?

