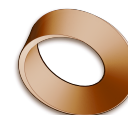


Y10 Physics (Set R) — GCSE

Course Expectations • 2026–2027



Teacher	Mr. Alex Rawson • a.rawson@stleonards-fife.org
Room	PH1
We meet	Week A • Thursday • Period 1 (08:55–09:50) Week A • Friday • Period 1 (08:55–09:50) Week B • Tuesday • Period 3 (11:15–12:10) Week B • Thursday • Period 2 (09:55–10:45)
Course page	rawsonvault.com/physics/aqa-gcse

1 What this course is

This is the physics third of **AQA GCSE Combined Science: Trilogy (8464)** — the course that, with biology and chemistry, awards you two GCSEs. It runs over two years and every exam sits at the end of Year 11.

Year 10 is the year we build the machinery: energy, electricity, the particle model, and atomic structure, then forces and waves. Nothing here is memorisation for its own sake — almost every mark on the paper comes from applying an idea to a situation you have not seen before. We practise that from week one, which is why the marking will feel harsh in September and fair by next summer.

2 What we cover

Topic	Required practicals	Paper
P1 Energy	RP14 specific heat capacity	1
P2 Electricity	RP15 resistance, RP16 I – V	1
P3 Particle Model of Matter	RP17 density	1
P4 Atomic Structure	—	1
P5 Forces	RP18 Hooke's law, RP19 Newton's 2nd	2
P6 Waves	RP20 wave speed, RP21 infrared	2
P7 Magnetism and Electromagnetism	—	2

3 What you need

Every lesson

- Folder or notebook for notes and exam questions
- Scientific calculator — you are allowed one in the exams, so use yours all year
- Pencil, pen, 30 cm ruler
- Your planner

When we need them

- Lab book — provided, and it stays in the lab
- Graph paper and a protractor



Keep it organised in a ring binder with dividers

4 How you are assessed

Paper	Covers	Format
Physics Paper 1	P1–P4	70 marks
Physics Paper 2	P5–P7	70 marks

The two physics papers are 140 marks of the 420 that make up Combined Science — a third of it. There is no coursework and no controlled assessment: everything rests on the papers at the end of Year 11. The **eight required practicals** above are examinable — you can be asked about the method, the data, or what would have improved it, so missing one matters.

The course is tiered, Foundation and Higher. Tier is decided in Year 11. Nothing you do this year locks that in; it is a judgement made on the evidence by then.

Within the course, your working grade comes from end-of-topic tests and past-paper questions, marked to AQA's mark scheme from the start. The number you see is the number the exam would give you.

5 Homework

Expect one or two pieces a week, around 30–45 minutes each — usually exam questions on what we have just covered.

These are marked to the mark scheme, and the marks are diagnostic, not a running total. **Show your working:** in physics the method carries most of the marks, and an answer with no working scores almost nothing even when it is right. If you get stuck, write down where you got stuck and bring it — that is a useful piece of homework.

6 Practical work

The eight required practicals are non-negotiable and examinable; we do others besides, because the physics makes more sense when you have seen it.

Safety. Do not touch apparatus until I have said so. Follow the sheet and follow what I say aloud. Bags under the bench, stools tucked in, goggles on when I say goggles on. Tell me straight away if something breaks — you are not in trouble for reporting it, only for hiding it.

Recording. Data goes into your lab book live, in pen, at the bench. Crossings-out stay in. For required practicals your record needs to be good enough to answer questions on in eighteen months' time, because that is exactly what will happen.

Missed a required practical? Arrange the catch-up the day you return. This one I will chase you about.

7 Deadlines and late work

Deadlines are given in class and posted on the course page. Work handed in late is marked and returned, but recorded as late; more than a week late is recorded as not submitted.

If something is going wrong — illness, deadlines stacking up, anything at home — **come and tell me before the deadline.** An extension asked for in advance is nearly always fine. Asking afterwards is different — by then, I usually cannot say yes.

8 Absence

Being away does not remove the work. It only delays it. **It is your job to find out what you missed** — check the course page first, then ask me.

- **Lessons.** Notes and resources are on the course page. Catch up before the next lesson.
- **Assessments.** Take the assessment within three school days of coming back. Come and book a time yourself — this is your responsibility, and I will not remind you.
- **Extended absence.** See me on your first day back and we will agree a realistic plan and a set of dates.

9 Phones, laptops, and AI

Phones go straight in your locker when you arrive. They stay there for the whole school day, in every lesson.

Laptops are open when the task needs them and closed when it does not. I will say which.

AI tools are genuinely useful and you should learn to use them well. In this course:

- **Fine:** asking it to explain something you are stuck on, generating extra practice questions, checking your own reasoning after you have done the work yourself.
- **Not fine:** getting it to produce an answer, a paragraph, a method or code that you then hand in as your thinking.
- **Always:** write one line at the end saying what you used and what for. Declaring it is never penalised. Not declaring it is a problem.

The reason is simple. The assessment has no AI in it. The moment you actually need to understand something has no AI in it either. If an AI does the work for you, you lose the time you needed to get better at physics.

10 Academic honesty

You may work together — you learn faster when you do. But **the writing must be yours, done on your own.**

- Write down who you worked with, on the work itself.
- Cite anything you used — book, website, video, diagram, dataset. Putting it in your own words still needs a citation: you are borrowing the idea even when you change the words.
- In an exam-assessed course the risk of leaning on someone else's work is simply that you find out too late that you cannot do it yourself.

11 In the classroom

- Arrive on time and ready to start.
- Ask the question. Someone else has it too, and I would rather stop the lesson than let you fall behind.
- Wrong answers said out loud are how the lesson works. Nobody is laughed at in here.
- Leave the lab ready for the next class.

12 How to do well in this course

Do the exam questions — all of them, in pen, without looking at the answers first. Physics GCSE rewards the people who have already made their mistakes on paper by the time they sit the real thing.

Learn the equations as you meet them rather than in a panic next spring. Ask the moment you are lost — topics here stack, and a gap in P1 is still a gap in P5. And keep the lab book properly: future you, revising in Year 11, will be extremely grateful.