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Candidate surname					Other names				
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Pearson Edexcel Level 1/Level 2 GCSE (9–1)									
Monday 22 May 2023									
Morning (Time: 1 hour 45 minutes)					Paper reference		1CH0/1F		
Chemistry									
PAPER 1									
Foundation Tier									
You must have: Calculator, ruler								Total Marks	

Pearson Edexcel Level 1/ Level 2 GCSE (9-1) Chemistry Paper 1 Foundation Tier Question Paper May 2023

Instructions

- Use **black** ink or ball-point pen.
- Fill in the **boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions.
- Answer the questions in the spaces provided
- there may be more space than you need.
- Calculators may be used.
- Any diagrams may NOT be accurately drawn, unless otherwise indicated.
- You must **show all your working out** with your answer clearly identified at the end of your solution.

Information

- The total mark for this paper is 100.
- The marks for **each** question are shown in brackets
- use this as a guide as to how much time to spend on each question.
- In questions marked with an **asterisk** (*), marks will be awarded for your ability to structure your answer logically, showing how the points that you make are related or follow on from each other where appropriate.
- There is a periodic table on the back cover of the paper.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ➤

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Andrew McGettigan



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Pearson Edexcel A-level Geography Student Guide 2: Human Geography Cameron Dunn, 2022-01-14 Reinforce understanding throughout the course with clear topic summaries and sample questions and answers to help students target higher grades Written by experienced subject expert Cameron Dunn this Student Guide is divided into two key sections content guidance and sample questions and answers Content guidance will Develop understanding of key concepts and terminology in key human geography topics globalisation regenerating places diverse places superpowers health human rights and intervention and migration identity and sovereignty Consolidate knowledge with knowledge check questions at the end of each topic and answers in the back of the book Sample questions and answers will Build understanding of the different question types so that students can approach each question with confidence Enable students to target top grades in their exam paper with sample answers and commentary explaining exactly why marks have been awarded **Handbook of**

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teachers are responsible for assessing the children they teach and the outcomes of any assessment are important for individual learners and the wider school This book is your one stop shop for understanding assessment in schools It covers formative and summative approaches used across primary and secondary education supporting a balanced overview with policy examples drawn from the UK Ireland and wider international contexts Designed as a pragmatic handbook for new teachers and those training to teach the book discusses key principles of assessment before providing guidance on developing and carrying out assessment in the classroom and looking at how assessment information can be used to benefit your teaching and the children you teach **My Revision Notes Edexcel A2 History: A World Divided: Superpower**

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challenging that invite critical reappraisals of taken for granted practices and perceptions and that provide appropriate links between theory and practice Issues related to equal opportunities and special needs are included in each separate volume There are boxes of questions think abouts further reading and bulleted summary lists for the reader This book is written specifically for teachers in training which will clarify the big picture of monitoring and assessment and makes the crucial distinctions in this large and still taken for granted field The authors have written widely on assessment matters and have also worked in various capacities for the QCA and its former manifestations They are also engaged in initial teacher education and so know the level and market extremely well **The ICT Teacher's Handbook** Roger Crawford,2013-06-26

The ICT Teacher's Handbook is an indispensable guide for all teachers responsible for the teaching and management of ICT in the secondary school both as a comprehensive introduction for students learning to teach ICT and as a source of ongoing support for busy practising teachers Illustrated throughout with case studies key further reading and guidance on where to find and how to choose the best software and resources the book also features a guide to specifications software for whole school support and a useful glossary of key terms Key topics covered include Organising and delivering the ICT National Curriculum at key stages 3 and 4 and post 16 Teaching and learning with VLEs IWBs social networking and mobile technologies Assessment record keeping and reporting Popular hardware software and networks External assessment target setting and tracking Managing technical support and technicians Preparing for promotion and managing an ICT department Strategies for whole school management of ICT Written for trainee and experienced ICT teachers and managers in both English and international schools The ICT Teacher's Handbook is an authoritative guide designed to support effective teaching and learning and efficient use of technology in all schools **Secondary History in Action** Catherine Priggs,Hugh Richards,David Hibbert,Elizabeth Carr,2025-06-06

Drawing on over 60 years combined experience of history teaching and history curriculum leadership Carr Hibbert Priggs and Richards explore ways to make history memorable engage students in historical thinking and secure excellent outcomes for all Their perspective is grounded in history's disciplinary distinctiveness and a vision for its purpose in students education The authors of Secondary History in Action articulate practical approaches to history curriculum design ways to teach disciplinary history in the classroom and methods to assess students knowledge and understanding They draw together recent research and established traditions in history teaching discourse in a coherent summary that will be helpful to trainee and beginning teachers non specialist teachers of history subject leaders and senior leaders line managing history departments Debates in Geography Education Mark Jones,David Lambert,2017-09-07 Debates in Geography Education encourages early career teachers experienced teachers and teacher educators to engage with and reflect on key issues concepts and debates It aims to enable readers to reach their own informed judgements with deeper theoretical knowledge and understanding The second edition is fully updated in light of the latest research policy and practice in the field as well as key changes to the curriculum and examination specifications Expert

contributors provide a range of perspectives on international historical and policy contexts in order to deepen our understanding of significant debates in geography education. Key debates include geography's identity as an academic discipline, what constitutes knowledge in geography, places and regional geography, what it means to think geographically, constructing the curriculum, how we link assessment to making progress in geography, the contribution of fieldwork and outdoor experiences, technology and the use of Geographical Information, school geography and employability, understanding the gap between school and university geography, evidence-based practice and research in geography education. The comprehensive, rigorous coverage of these key issues together with carefully annotated selected further reading will help support and shape further research and writing. *Debates in Geography Education* is a key resource that is essential reading for all teachers and researchers who wish to extend their grasp of the place of geography in education. Mark Jones is Senior Lecturer in Education at the University of the West of England, Bristol, UK. David Lambert is Professor of Geography Education at UCL Institute of Education, London, UK.

The Great University Gamble Andrew McGettigan, 2013-04-05. In 2010 the UK government imposed huge cuts and market-driven reforms on higher education. Proposals to raise undergraduate tuition fees led to angry student-led protests. What will become of higher education under this new policy regime? *The Great University Gamble* outlines the architecture of the new frontier for higher education, surveying the financial and policy details. Andrew McGettigan asks the big questions: What will be the role of universities within society? How will they be funded? What kind of experiences will they offer students? Where does the public interest lie? With privatisation infringing on our universities and colleges, education is threatened with transformation from a public good into a private individual financial investment.

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