EMMANUEL COLLEGE

YEAR 10 REVISION GUIDE

AND SUBJECT REVISION CHECKLIST

NAME:

TUTOR:

VALUED, CHALLENGED, INSPIRED

PREPARING FOR THE YEAR 10 EXAMS AND TIPS FOR REVISION OVER YEAR 10

HOW DO I LEARN AND REVISE EFFECTIVELY?

Learning is the process of understanding information and being able to remember it over a long period of time.

Revising is the process of revisiting information which you have already been taught to ensure that you have learned it and to ensure that you can easily use it in exams.

To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long-term memory.

To make sure knowledge goes into your long-term memory and stays there, and to make sure you can find it quickly, you need to spend time **thinking hard** about that knowledge in your working memory.

You think hard about your work when you:

Take an active part in your lessons.

Complete your homework to the best standard you can do.

Complete independent revision.

If you do not think hard about your learning then you will not be able to recall it at a future point in time. This has been found to be true by cognitive scientists in hundreds of research experiments.

EMMANUEL COLLEGE

EXCELLENCE

It is important to establish and embed good revision and exam techniques early on in secondary school to pave the way for future success. The annual 'trial exams' in Years 7–10 provide an excellent opportunity for students to cultivate strong learning habits to ensure that they are fully prepared for public examinations in Year 11 and Year 13.

EFFECTIVE REVISION STRATEGIES

USE FLASHCARDS

After you have finished revising a concept, write down the key points in a flashcard. The key to revising effectively from flashcards is to put the easier topics at the back of the cards and the harder ones at the front. This will allow you to focus more on the topics or concepts you find hardest and less on the ones you already know.

USE MIND MAPS

Use mind maps together with flashcards. When you are revising a concept or topic, create a mind map on a flashcard. If you need more space, use plain A4 paper and then compile all the mind maps in a study folder. Then revisit the folder periodically and revise using the flashcards method described above.

REVISE ACTIVELY

Active revision is about actively thinking about what you are learning as supposed to passively taking notes or cramming.

The basic technique for active revision is 'read-cover-recite-check'.

1. **Read** over a key topic from your notes or student textbook.
2. **Cover** what you have read.
3. **Recite** from memory what you have just learnt. In some cases, you might need to write down or draw the information depending on what you're learning.
4. **Check** your notes or notebook to see what you've missed out. Then fill in those missed gaps.

Once you have completed the steps, repeat until you are 100% confident you've now learnt that topic.

SPACE OUT YOUR LEARNING

The best way to drive information into your long-term memory is by learning over a long period of time. This requires a bit of planning and organising to ensure that you cover all the topics over the course of the year. Spacing out learning does not mean intensively revising every day. It could mean spending five minutes after school reviewing a topic you did not understand in class. Then go through the topic again in increasing intervals. E.g. two days, five days, ten days later and so on. Eventually, you'll understand the concept more and have it stored in your long-term memory.

PRACTISE PAST PAPERS

According to research, practising exam papers ranks highest for effective learning techniques. Why is practising exam questions a good revision technique? They help you develop your subject knowledge and identify gaps in your knowledge.

KNOWLEDGE ORGANISERS AND MICROSOFT TEAMS

Knowledge organisers are a great starting point for revising the core knowledge and concepts for each topic of learning. Your teachers will also put revision materials on Microsoft Teams as well so make sure you regularly check your Class Teams page.

INEFFECTIVE REVISION STRATEGIES

Just reading through your notes (without actively testing yourself) or just highlighting your notes or underlining sentences does not work. You need to be actively testing yourself and this should feel like hard work and leave you feeling tired!

PREPARE TO PERFORM PLAN YOUR REVISION

1.	Decide **where** you are going to revise. Organise the space so there are no distractions.
2.	Which **revision techniques** work for you? Make a list of these.
3.	Be **specific** on your timetable, name the subject and topic.
4.	Revise for a maximum of **45 minutes** before having a break.
5.	**Unplug** yourself from phones and other distractions when you're revising.
6.	Cross out any time where you definitely **cannot revise** due to other commitments such as sport and work etc.
7.	**Stick at** the tasks even if you find them difficult.
8.	Each day **cross off** the sessions you have completed so that you can see exactly what you have achieved each day. Be honest with yourself.

PREPARE TO PERFORM PLAN YOUR DIET AND SLEEP

It is important to look after your mental and physical health during an exam period. You can do this by:

- [ ] Eating an appropriate breakfast
- [ ] Eating appropriate and healthy snack/s
- [ ] Exercising
- [ ] Eating a healthy lunch
- [ ] Eating a healthy evening meal
- [ ] Turning off your phone
- [ ] Having seven to eight hours sleep
- [ ] Drinking plenty of water
- [ ] Planning time to calm yourself down

We are determined to achieve what is worthwhile even in the face of difficulty.

OUR 6 TOP TIPS

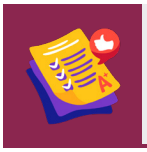
PREPARING FOR REVISION

Start early. It will take the pressure off and stop you feeling overwhelmed. Don't wait until the start of the exams.

Plan out your revision timetable now. You should map out all of the topics you need to cover in advance, so you are certain you will cover everything. Start your revision timetable with the topics you find most difficult.

Do active revision. DO NOT just copy out notes or highlight. Test yourself, see what you can remember, then fill in the blanks, test yourself again or write out revision cards and ask family members to test you. Testing and recalling knowledge is an excellent revision strategy.

Plan in opportunities to complete past papers and exam questions into your revision timetable. This will allow you to start to apply your knowledge, as you will have to do this in the exam.



Commit to it, and stick to it, ensure you prioritise your revision. This may seem like a lot of work now, but you will be so proud of the work you have done when you get your results in the summer.

Leave phones and distractions in a separate room when revising. Commit to the time you have allocated yourself without distraction. You will be much more productive

EXAM STRESS

How to deal with exam stress:

- Start early with revision, seek out help from staff and friends. If you get stuck on a topic, ask. Leave it and return to it the next day.
- Keep fit, exercise is great for the mind and can be an excellent form of stress relief.
- Take some time out from revision to go outside and get some fresh air.
- Eat and sleep well. Make sure you rest before your exams.
- Be proud of the work you have done and your commitment to your revision timetable.

COMPUTER SCIENCE

RG = Revision guide ClearRevise OCR GCSE Computer Science J277 issued to you at the beginning of Year 10.

Topic name	Learning Intention	Resource to help with revision	Made flash cards ☑	Reduce to 6? ☑	Self-tested? ☑
Paper 1 Computer Systems	**Topic 1.1.1 Systems Architecture: Architecture of the CPU**	RG: pages 1 and 3 Craig and Dave Purpose of CPU Craig and Dave Von Neuman Architecture Systems architecture past paper questions and mark schemes on Teams			
	Topic 1.1.2 Systems Architecture: CPU performance How common characteristics of CPUs affect their performance: Clock speed, Cache size, Number of cores	RG: page 2 Craig and Dave: https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-1-the-common-characteristics-of-cpus Systems architecture past paper questions and mark schemes on Teams			
	Topic 1.1.3 Systems Architecture: Embedded systems	RG: page 1 Craig and Dave Embedded Systems Systems architecture past paper questions and mark schemes on teams			
	Topic 1.2.3 Memory and Storage: Units	RG: page 19 Craig and Dave Units of Data Storage Craig and Dave Processing Binary Data Data representation past paper questions and mark schemes on Teams			
	Topic 1.2.4 Memory and Storage: Data storage Numbers	RG: pages 20 to 24 Craig and Dave Converting Between Denary and 8 Bit Binary Craig and Dave Adding Two 8 Bit Binary Numbers Craig and Dave Converting Between Denary and 2 digit Hexadecimal Craig and Dave Binary Shifts Data representation past paper questions and mark schemes on Teams			
	Characters	RG: page 27 Craig and Dave Representing Characters Craig and Dave Data Capacity Calculations Data representation past paper questions and mark schemes on Teams			
	Images	RG: page 28 Craig and Dave Representing Images Craig and Dave Data Capacity Calculations Data representation past paper questions and mark schemes on Teams			
	Sound	RG: page 29 Craig and Dave Representing Sound Craig and Dave Data Capacity Calculations			

		Data representation past paper questions and mark schemes on Teams			
	Topic 1.2.5 Memory and Storage: Compression	RG: page 30 Craig and Dave Compression Data representation past paper questions and mark schemes on Teams			
Paper 2 Computational Thinking	**Topic 2.2.1 Programming Fundamentals: Programming fundamentals**	RG: pages 77 to 78 and 83 to 85 Craig and Dave Variables, constants, inputs, outputs & assignments Craig and Dave The 3 basic programming constructs Craig and Dave Arithmetic and comparison operators Craig and Dave Boolean operators Fundamental programming techniques past paper questions and mark schemes on Teams			
	Topic 2.2.2 Programming Fundamentals: Data types	RG: page 76 and 77 Craig and Dave Fundamental programming techniques past paper questions and mark schemes on Teams			
	Topic 2.2.3 Programming Fundamentals: Additional programming techniques 1. Random Numbers 2. String Methods	RG: pages 91, 82, and 99 Craig and Dave Random number generation Craig and Dave The basic use of string manipulation Fundamental programming techniques past paper questions and mark schemes on Teams			
	Topic 2.4 Boolean Logic	RG: pages 88 to 90 Craig and Dave Computational logic past paper questions and mark schemes on Teams			
	Topic 2.5.2 Programming Languages and Integrated Development Environments: The integrated development environment	RG: pages 112 and 113 Craig and Dave Translators and facilities of languages past paper questions and mark schemes on the revision page on Teams			

DESIGN AND TECHNOLOGY

Year 10, the following checklist covers all the content featured across your Year 10 Design and Technology exam.

Topic name		Resource to help with revision	Made flash cards ☑	Reduce to 6? ☑	Self-tested? ☑
SECTION A – core technical principles	• Alloys and composite materials	Knowledge organisers Blue and white books Terminology sheet SENECA Technology student Class booklets unit 3 (materials) Unit 6 (designing principles) Unit 4 (common specialist technical principles) Unit 7 (Making principles)			
	• Properties of materials				
	• Global warming				
	• Renewable resources				
	• Paper and board types				
	• Energy generation				
	• Mechanisms				
	• Linkages • Material sources • Material types				
SECTION B – specialist technical principles	• Laser cutting process	Knowledge organisers Blue and white books Terminology sheet SENECA Technology student Class booklets unit 3 (materials) Unit 6 (designing principles) Unit 4 (common specialist technical principles)			
	• Forces				
	• Reinforcing materials				
	• Templates				
	• Cultural, social and moral factors including environmental impacts • Ergonomics and anthropometrics • Stock for and tessellation • Material properties and selection				

		Unit 7 (Making principles)			
SECTION C – designing and making principles	• Analysing and evaluating products for functionality and purpose	Knowledge organisers Blue and white books Terminology sheet SENECA Technology student Class booklets unit 3 (materials) Unit 6 (designing principles) Unit 4 (common specialist technical principles) Unit 7 (Making principles)			
	• Maths in technology; finding angles, finding the length using diameter				
	• Forming methods				
	• Exploded isometric drawing				
	• Computer aided design				
	• Quality control • Datum and measurements • Health and safety considerations • Analysing the work of others				

DRAMA

Year 10, the following checklist covers <u>all the content</u> featured across your GCSE Drama exam.

Topic name	Learning Intention	Revised practise questions ☑	Made flashcards. ☑	Self-tested? ☑
Component 1: Understanding Drama – Knowledge and understanding. These are the multiple-choice questions. To support with revision, use your drama folders, knowledge organisers, BBC bitesize, class feedback and individual feedback on your practise exam questions.				
Drama and Theatre Terminology	**Stage Positioning:** • Upstage (left, right, centre) • Centre Stage • Wings and Backstage			
	Staging Configurations: Proscenium Arch, Thrust Stage, Traverse End on Staging, Promenade and In the Round			
	An understanding of the implications of the above stage configurations on the use of the performance space, where the audience is seated and how this affects the actor.			
The roles and responsibilities of theatre makers in contemporary professional practice.	The activities undertaken in the following roles. • Playwright • Performer and Understudy • Lighting designer • Sound designer • Set designer. • Costume designer • Puppet designer • Technician • Director • Stage Manager • Theatre Manager			
Component 1: Understanding Drama – Set Play "Blood Brothers". To support with revision, use your drama folders, knowledge organisers, BBC bitesize, class feedback and individual feedback on your practise exam questions.				
Topic name	**Learning Intention**	**Revised practise questions. ☑**	**Made flashcards. ☑**	**Self-tested? ☑**
Context of the play.	The Playwrights intentions and key themes throughout Act 1.			
	Genre, structure, and style of the play.			
	The social, historical, and cultural context of the play.			
Contextually appropriate design ideas.	SET ideas throughout Act 1. Including key set changes. Understanding how to write about and explain setting ideas for a scene.			
Interpretation of how each scene in the play is performed.	COSTUME ideas for each character within Act 1, how these are different in terms of the class, age and financial background of the character.			
	Revise all vocal (PPPATIE) and physical skills and how these are used to convey each character in the play. Terminology is key.			
	Understand how each character uses the space and stage positions, using the correct staging terminology.			
	Be able to explain why vocal and physical skills are used to create a particular effect.			

	Know the chronological order of scenes throughout Act 1 and therefore the age, class, and development of the characters in those scenes			
	Be able to explain how skills are used intentionally to convey meaning to the audience.			

ECONOMICS

Year 10, the following checklist covers all the content featured across your **MICRO**economics exam.

When revising microeconomics, you should:

1. **review the notes in your year 10 exercise book(s) and cross-reference with your textbook;**
2. **learn definitions thoroughly;**
3. **practise answering multiple choice questions;**
4. **practise drawing diagrams to model changing economic conditions. The retrieval tasks are a helpful starting point for honing these skills;**
5. **ensure that you know how to scaffold your answers to questions which ask you to *analyse* or *evaluate*;**
6. **watch explainer YouTube videos (https://www.youtube.com/@gconomics3766); and**
7. **complete the past papers which are available on the OCR website (https://www.ocr.org.uk/qualifications/gcse/economics-j205-from-2017/assessment/).**

Topic name	Learning Intention	Resource to help with revision	Made flash cards ☑	Reduce to 6? ☑	Self-tested? ☑
1. Demand and supply	explain what is meant by demand • draw and explain a demand curve using data, including individual and market demand • draw shifts of, and movements along, the demand curve • analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the demand curve • explain price elasticity of demand • draw demand curves of different elasticity • evaluate the importance of price elasticity of demand for consumers and producers • explain what is meant by supply • draw and explain a supply curve using data, including individual and market supply • draw shifts of, and movements along, the supply curve • analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the supply curve • explain price elasticity of supply • draw supply curves of different elasticity • evaluate the importance of price elasticity of supply for consumers and producers	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos Practice questions: demand and supply.docx			
2. Price	• explain price as a reflection of worth and its role in determining an efficient distribution of resources • explain what is meant by equilibrium price and quantity • draw and analyse the interaction of demand and supply • explain the role of markets in the determination of price and the allocation of resources • analyse how the market forces of demand and supply affect equilibrium price and quantity	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos Practice questions: the role of markets.docx			
3. The role of markets	• explain what is meant by a market • explain the features of the primary, secondary and tertiary sectors, including the difference between the production of goods and services • explain the difference between factor and product markets, including their interdependence	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos Practice questions: the role of markets.docx			
4. Competition	• explain competition between producers in a market economy, including the reasons why producers compete	Year 10 exercise book(s), textbook, knowledge organiser, OCR past			

	• analyse how competition affects price • evaluate the economic impact of competition on producers and consumers • explain the meaning of monopoly and oligopoly and how they differ from competitive markets	papers, and YouTube videos Practice questions: competition.docx			
5. Production	• explain the role of producers, including individuals, firms and the government • evaluate the importance of production and productivity for the economy • calculate and explain total cost, average cost, total revenue, average revenue, profit and loss • evaluate the importance of cost, revenue, profit and loss for producers, including how costs and revenues affect profit and supply • explain what is meant by economies of scale	Year 10 exercise book(s), textbook, knowledge organiser, OCR past papers, and YouTube videos			

ENGINEERING

Topic name	Learning Intention	Resource to help with revision	Made flash cards ☑	Self-tested? ☑
Topic Area 1: Engineering materials				
Engineering materials and properties	**Polymers:** • Common thermoplastics and thermosetting plastics, including products made of them • Differences between thermoplastics and thermosetting plastics • Benefits of using polymers for common everyday products	Use the following resources to help you revise: • Dedicated knowledge organisers • Past papers available on your group's Teams Area. --		
	Smart materials: • Common smart materials • Applications of smart materials (products they can be used in).			
	Metals: • Alloys vs. pure metals: Advantages and disadvantages when compared to one another (properties).			

Topic Area 2: Manufacturing processes				
Engineering processes	**Vacuum forming:** • The process of vacuum forming • Common plastics used in vacuum forming	Use the following resources to help you revise: • Dedicated knowledge organisers • Past papers available on your group's Teams Area		
	Centre lathe: • Be able to identify specific parts of the centre lathe • Health and safety precautions when using the centre lathe			
	Forging: • Step-by-step process of forging			
	CAM machining: • Common CAM machines such as 3D printing, including the step-by-step process • CAM machines vs. manual machines when manufacturing in large quantities.			
	Comparing processes: • Casting vs. machining: Advantages and disadvantages when compared to one another (properties).			
Topic Area 3: Manufacturing requirements				
Engineering drawings	**Common engineering drawing symbols and line types:**	Use the following resources to help you revise:		

	• Diameter • Hidden detail • Centre lines • Leader line • Knurl • Radius Dimension line	• Dedicated knowledge organisers • Past papers available on your group's Teams Area		
Topic Area 4: Developments in engineering manufacture				
Developments in engineering	**Globalisation:** • Advantages and disadvantages	Use the following resources to help you revise: • Dedicated knowledge organisers • Past papers available on your group's Teams Area		
	Modern technology: • Cost implications of introducing modern technology			

ENGLISH LANGUAGE

Year 10, the following checklist covers <u>all content</u> featured across your GCSE English Language exam.

Topic name	Learning Intention	Resource to help with revision	Made flash cards ☑	Reduce to 6? ☑	Self-tested? ☑
When revising the style of questions and skills relevant across English Language Paper 1, the following will be most helpful: reflection on notes, responses, and vocabulary in exercise books; access to Year 10>Year 11 online resources such Microsoft Teams; watch videos on YouTube by Mr Bruff and Mr Salles which address, question by question, required strategies of approach.					
English Language Paper 1	1. Revise key notes, responses, and vocabulary modelled in exercise books.	Exercise books			
	2. Access Microsoft Teams knowledge organiser and practice papers/extracts to apply your skills *use sentence threads provided to help you	Access Microsoft Teams for knowledge organiser and practise papers/extracts to apply your skills			
	3. Select an image or written thread (as featured in homework booklet or via online revision page. Apply descriptive or narrative techniques.	See our online GCSE English Language revision resources or homework booklet to find ideas to develop your creativity! Don't forget your Year 10 exercise book(s) too.			
	4. Vocabulary range is important. Look through your exercise book(s) at the selection of vocabulary you are continually developing – create a list of synonyms and antonyms of key words selected to build variation.	Exercise book(s) Microsoft Teams revision resources			

<u>English Language Paper 1 Explorations in creative reading and writing</u>

Students have undertaken full study of Paper 1 including approaches to Section A Reading and Section B Writing. Section A includes one unseen prose extract connected to four questions requiring text retrieval, analysis of authorial methods and critical evaluation. Section B is a choice of two creative writing tasks – narrative or descriptive writing, one task aligned to the provision of a visual stimulus. The skill range has been exercised and assessed throughout the academic year. All skills practised are transferable to the other 50% of the GCSE course (Paper 2).

<u>English Language Paper 1 Explorations in Creative Reading and Writing: what does the paper require?</u>

English Language Paper 1	Section Questions	What do students have to do?
Section A Reading	Q1. Multiple choice. Tick one box for each question.	- Question includes four multiple choice questions – 1 mark for each - Students should read the stipulated lines to source the correct answers.
	Q2. How does the writer use language to describe…? (8 marks)	- Question stipulates specific line numbers featured in extract - Requirement to analyse the effects and impact of the writer's choice of language - Accurate use of subject terminology needed when exploring implicit meanings

	Q3. How has the writer structured the text to create...? One specific effect will be provided such as **tension/ suspense/ excitement**. (8 marks)	- Question stipulates use of the whole extract - Requirement to analyse the effects and impact of the writer's choices of structural devices - You should address the focus of the question, selecting evidence of structural devices to support this focus. - Accurate use of subject terminology needed when exploring implicit meanings
	Q.4. There will be a statement aligned to stipulated lines in the extract. The focus will be posed as a question for you to critically evaluate. e.g. This part of the extract could be seen as amusing or scary. To what extent do you agree or disagree that it could be amusing or scary?	- Question stipulates specific line numbers featured in extract - Question will follow a statement and ask you to consider if you agree/disagree. - There is requirement to analyse the effects and impact of authorial methods (language and structural devices) - Critically evaluate and interact with statement, developing response with supporting textual evidence
Section B Writing	**Either** Write a description of xxx from your imagination. You may choose to use the picture provided for ideas. **Or** Write the opening of story about... (24 marks content and organisation) (16 marks spelling, punctuation, and grammar)	- Requirement to communicate effectively and imaginatively displaying creativity through structure and organisation - Vary sentence structures for purpose and effect with accurate employment of punctuation range - Employ range of vocabulary to show ambition and accurate spelling - Employ range of language and structural techniques

ENGLISH LITERATURE

Year 10, the following checklist covers <u>all sections and texts</u> featured in your Year 10 GCSE English Literature exam: paper 1 Shakespeare and the 19th century novel.

Topic name 19th Century Prose	Learning Intention <u>Revise only the text you have studied.</u>	Resource to help with revision	Made flash cards ☑	Reduce to 6? ☑	Self-tested? ☑
When revising your specific 19th Century Prose, you should review your own notes in exercise books as well as access Microsoft Teams revision folders and watch helpful videos on YouTube led by Mr Bruff and Mr Salles.					
A Christmas Carol	3. Re-read the text and watch the film				
	4. Produce a plot outline/overview	Exercise books/texts/ or Microsoft Teams/YouTube			
	5. Record key context notes applicable to character, theme, and authorial purpose	Exercise books / /Teams context organiser/YouTube			
	6. Plan out some past questions	Exercise books/texts			
	7. Produce thesis statements around these questions	How to write thesis (see Teams)			
	8. Track a key theme or character across the play. How is this developed?	Exercise books/texts /Microsoft Teams/YouTube			
The Strange Case of Dr Jekyll and Mr Hyde	9. Re-read the text and watch the film				
	10. Produce a plot outline/overview	Exercise books/texts /Microsoft Teams/YouTube			
	11. Record key context notes applicable to character, theme, and authorial purpose	Exercise books /Microsoft Teams context organiser/YouTube			
	12. Plan out some past questions	Exercise books/texts/ Microsoft Teams			
	13. Produce thesis statements around these questions	How to write thesis (see Microsoft Teams)			
	14. Track a key theme or character across the play. How is this developed?	Exercise books/texts/ Microsoft Teams/YouTube			
Topic name	Learning Intention	Resource to help with revision	Made flash cards ☑	Reduce to 6? ☑	Self-tested? ☑
When revising 'Macbeth', you should review your own notes in exercise books, play scripts as well as access Its Learning or Microsoft Teams revision folders and watch helpful videos on YouTube (theme and character) led by Mr Bruff and Mr Salles.					
Macbeth	15. Re-read the text (or watch a version of the play)				
	16. Produce a plot outline/overview	Exercise books/play scripts /Microsoft Teams/YouTube			
	17. Record key context notes applicable to character, theme, and authorial purpose	Exercise books Microsoft Teams context organiser/YouTube			
	18. Plan out some past questions	Exercise books/texts/ Microsoft Teams			
	19. Produce thesis statements around these questions	How to write thesis (see Microsoft Teams)			

	20. Track a key theme or character across the play. How is this developed?	Exercise books/texts /Microsoft Teams/YouTube			

GCSE English Literature Curriculum: What has been covered throughout Year 10?

In English Literature, students have been taught the following texts:

1. 19th Century Prose:

Either **The Strange Case of Dr Jekyll and Mr Hyde** by Robert Louis Stevenson

Or **A Christmas Carol** by Charles Dickens

2. Shakespeare's tragedy play, '**Macbeth**'
3. Selected poems from the AQA Anthology: Power and Conflict collection

FOOD PREPARATION AND NUTRITION

Year 10, the following checklist covers <u>all the content</u> featured across your GCSE Food and Nutrition course.

Topic name		Resource to help with revision	Made flash cards ☑	Reduce to 6? ☑	Self-tested? ☑
Food Nutrition	• The Eatwell guide and healthy eating guidelines	• Knowledge organisers • Teams PowerPoints • Online textbook			
	• Proteins- LBV vs HBV				
	• Coronary heart disease				
	• Fats (saturated and unsaturated)				
Food Safety	• Food poisoning bacteria	• Knowledge organisers • Teams PowerPoints • Online textbook			
	• How to store food safely				
	• How to safely use a food probe				
Food Provenance	• Intensive and organic farming	• Knowledge organisers • Teams PowerPoints • Online textbook			
Food science	• Conduction, convection and radiation	• Knowledge organisers • Teams PowerPoints • Online textbook			
	• Emulsification				
	• Problems when making pasta				
Food choice	• Food allergies and intolerances	• Knowledge organisers • Teams PowerPoints • Online textbook			

FRENCH

The French annual exam will be divided into three papers:

Paper 1: Writing Assessment

Section A: **80–90-word task**. You will be given a choice between two questions. You must refer to the four bullet points and aim to write between 80 and 90 words. This will test your knowledge of vocabulary and of your present, past and future tense.

Section B: 130-150-word task. You will be given a choice between two questions. You must refer to the four bullet points and aim to write between 130 and 150 words. This will test your knowledge of vocabulary, tenses and use of more complex language.

Section C: You will have a passage to translate into French. This will test your understanding of vocabulary, the three tenses (present, past, future), and key grammatical structures (for example: infinitive structures, modal verbs)

For section A/B: You will have choice of questions on the following themes: Media and technology; My personal world; Studying and my future and Lifestyle and wellbeing.

Paper 2: Listening Assessment

You will have questions to answer the following themes: Media and technology; My personal world; Studying and my future and Lifestyle and wellbeing. You will be given the following question types: multiple choice, gap fill, open answer in English, and dictation. All questions and answers will be in English.

Paper 3: Reading Assessment

You will have questions to answer the following themes: Media and technology; My personal world; Studying and my future and Lifestyle and wellbeing. You will be given the following question types: multiple choice, gap fill, and translation into English. All questions and answers will be in English.

The following is a list of suggested revision activities:

	Revision Activity	Resource to help with revision	Revised? ☑
Reading and listening Assessment	1. Review challenging vocabulary from Module 1-4	Knowledge organisers in exercise book or available on Teams.	
	2. Practise reading and listening questions.	Past reading and listening assessments in exercise books	
	3. Look back at your past reading and listening assessments and read through the comments and targets from your teacher. Make a note of the unknown vocabulary.	Past reading and listening assessments in exercise books	
Writing Assessment	4. Review present tense with regular and irregular verbs, the perfect tense, the near future and simple future tense and the imperfect.	Front page of knowledge organisers in exercise book or available on Teams.	
	5. Look back at your past writing tasks and assessments and read through the comments and targets from your teacher. Redraft your work to create a model answer.	Past writing tasks and assessments in exercise books.	
	6. It is important to include a wide range of topic vocabulary in your work. Revise the vocabulary you definitely want to include in your writing.	Knowledge organisers in exercise book or available on Teams and Quizlet/Languagenut	

GEOGRAPHY

Scan the QR codes below for some helpful links which will help with revision:

Support videos	Past papers	Mind maps	SENECA	Revision cards	Key vocabulary

Topic name	Learning Intention	Made flashcard?☑	Reduce to 6? ☑	Self-tested?☑
This section comes from Paper 1 Section B. To support with revision use your exercise books, knowledge organisers, BBC bitesize. Watch the videos to get more support on desertification and its causes.				
The Living World	1. What are ecosystems (on a small scale) and what is the interaction between biotic and abiotic components?			
	2. How are ecosystems interconnected?			
	3. What are the characteristics of large-scale ecosystems?			
	4. What are the physical characteristics of tropical rainforests?			
	5. How have plants and animals adapted to TRF?			
	6. The causes and impacts of deforestation			
	7. What is the value of tropical rainforests to people and the environment?			
Topic name	**Learning Intention**	**Made flashcards?☑**	**Reduce to 6☑**	**Self-tested?☑**
This section comes from Paper 1 Section C, Questions 3 and 4. To support with revision use your exercise books, knowledge organisers, BBC bitesize. Watch the videos to get more support on how erosional and depositional landforms are created				
Physical landscapes of the UK – River and Coastal Landscapes	1. What is the overview of major upland/lowland areas?			
	2. What are the main waves and their characteristics?			
	3. How is the coast shaped by weathering, mass movement, erosion, transportation and deposition?			
	4. How does the geology and rock type influence coasts?			
	5. What are the characteristics and formation of landforms from erosion?			
	6. What are the characteristics and formation of landforms from deposition?			
	7. What are the costs and benefits of hard and soft engineering strategies?			
	8. How does the long/cross profile change with source to mouth of a river?			
	9. How do fluvial processes change with source to mouth?			
	10. What are the characteristics and formation of landforms from erosion?			
	11. What are the characteristics and formation of landforms from erosion and deposition?			
	12. What are the characteristics and formation of landforms from deposition?			
	13. How do physical and human factors affect flood risk?			
	14. How do hydrographs show the relationship of precipitation discharge?			
	15. What are the costs and benefits of hard and soft engineering strategies			
This section comes from Paper 2 Section A. To support with revision use your exercise books and knowledge organisers. Use the knowledge gathered from our September fieldtrips to Newcastle to support for the UK city case study				

Topic name	Learning Intention	Made flashcards? ☑	Reduce to 6? ☑	Self-tested? ☑
Urban Issues and Challenges	1. What is the global pattern of urban change?			
	2. What factors affect the rates of urbanisation and the emergence of megacities?			
	3. How has urban growth created opportunities and challenges for cities in NEEs [Rio de Janeiro]?			
	4. How has urban planning improved quality of life for the urban poor?			
	5. How has urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges? [Newcastle]			
	6. How has urban regeneration improved cities experiencing an urban decline?			
	7. What are the features of sustainable urban living?			
	8. How have urban transport strategies used to reduce traffic congestion?			

GERMAN

The German annual exam will be divided into three papers:

Paper 1: Writing Assessment

Section A: **80–90-word task**. You will be given a choice between two questions. You must refer to the four bullet points and aim to write between 80 and 90 words. This will test your knowledge of vocabulary and of your present, past and future tense.

Section B: 130-150-word task. You will be given a choice between two questions. You must refer to the four bullet points and aim to write between 130 and 150 words. This will test your knowledge of vocabulary, tenses and use of more complex language.

Section C: You will have a passage to translate into German. This will test your understanding of vocabulary, the three tenses (present, past, future), and key grammatical structures (for example: infinitive structures, modal verbs)

For section A/B: You will have choice of questions on the following themes: Media and technology; My personal world; Studying and my future and Lifestyle and wellbeing.

Paper 2: Listening Assessment

You will have questions to answer the following themes: Media and technology; My personal world; Studying and my future and Lifestyle and wellbeing. You will be given the following question types: multiple choice, gap fill, open answer in English, and dictation. All questions and answers will be in English.

Paper 3: Reading Assessment

You will have questions to answer the following themes: Media and technology; My personal world; Studying and my future and Lifestyle and wellbeing. You will be given the following question types: multiple choice, gap fill, and translation into English. All questions and answers will be in English.

The following is a list of suggested revision activities:

	Revision Activity	Resource to help with revision	Revised? ☑
Reading and listening Assessment	1. Review challenging vocabulary from Module 1-4	Knowledge organisers in exercise book or available on Teams.	
	2. Practise reading and listening questions.	Past reading and listening assessments in exercise books	
	3. Look back at your past reading and listening assessments and read through the comments and targets from your teacher. Make a note of the unknown vocabulary.	Past reading and listening assessments in exercise books	
Writing Assessment	4. Review present tense with regular and irregular verbs, the perfect tense, the near future and simple future tense and the imperfect.	Front page of knowledge organisers in exercise book or available on Teams.	
	5. Look back at your past writing tasks and assessments and read through the comments and targets from your teacher. Redraft your work to create a model answer.	Past writing tasks and assessments in exercise books.	
	6. It is important to include a wide range of topic vocabulary in your work. Revise the vocabulary you definitely want to include in your writing.	Knowledge organisers in exercise book or available on Teams and Quizlet/Languagenut	

HISTORY

As well as using the knowledge organisers listed below, you should also use your book for greater detail and revision resources provided to you in lessons and intervention sessions.

Topic name	Learning Intention	Resource to help with revision	Made flash cards ☑	Reduce to 6? ☑	Self-tested? ☑
Paper 1 A/B: America 1920-1973 Opportunity and Inequality	Did everyone benefit economically from the 1920s?	Use America KO1			
	Did everyone benefit culturally from the 1920s?	Use America KO2			
	Did everyone benefit socially from the 1920s?	Use America KO3			
	How were Americans impacted by the Great Depression?	Use America KO4			
	How were Americans impacted by the New Deal?	Use America KO5			
	How were Americans impacted by World War Two?	Use America KO6			
	How did post-war America change economically, politically and culturally?	Use America KO7			
	To what extent was equality in America achieved by 1973 within the civil rights movement?	Use America KO8			
	To what extent was equality in America achieved by 1973 in relation to the New Frontier, Great Society and Feminism?	Use America KO9			

Paper 1 B/C: Conflict and tension between East and West Cold War, 1945-72	Why did the Cold War start?	Use Cold War KO1			
	How did the Cold War escalate between 1945-9?	Use Cold War KO2			
	How did the Cold War develop in Asia?	Use Cold War KO3			
	How did the Cold War develop in the 1950s?	Use Cold War KO4			
	Was there a thaw in the Cold War?	Use Cold War KO5			
	How did the Cold War develop in the 1960s in Berlin and Cuba?	Use Cold War KO6			
	How did the Cold War end?	Use Cold War KO7			

MATHEMATICS – FOUNDATION

Exam Board: Edexcel

Scan the QR codes below for some useful links which will help with revision or click the linked title:

Sparx Maths	Past papers	Exam Questions by Topic	EC Shared Resources	Edexcel Top Tips	Examination Command Words	Need to know Formulae

Year 10 Foundation Curriculum		
Topics and Blocks	**Small Steps**	**Sparx**
Algebraic manipulation	Substitution	U201
	Collect like terms	U105
	Simplify expressions	U105
	Addition and subtraction laws for indices	U662
	Powers of powers	U662
	Expand a single bracket	U179
	Factorise into a single bracket	U365
2 Equations, inequalities and formulae	Solve equations	U325
	Solve fractional equations	U325
	Solve equations with unknowns on both sides	U870
	Understand inequalities	U759
	Solve inequalities	U759
	Change the subject of a simple formula	U675
	Change the subject of a known formula	U675
	Change the subject of a complex formula (E)	U191
Quadratic expressions and equations	Expand double brackets	U768
	Factorise quadratic expressions (positive only)	U178
	Factorise quadratic expressions	U178
	Difference of two squares (E)	U963
	Solve quadratic equations equal to 0	U228
	Solve quadratic equations by factorisation	U228
	Quadratic graphs of the form y=x^2+a	U989
Percentages	Percentage of an amount	U554
	Percentage increase and decrease	U349
	Repeated percentage change (E)	U671
	Express one number as a fraction or a percentage of another	U925
	Express a change as a percentage	U671
	Find the original value after a percentage change	U773
	Simple interest	U533
	Compound interest (E)	U332
	Choose appropriate methods to solve percentage problems	
Ratio and scale	Equivalent ratios	U687
	Share in a ratio (total given)	U577

	Share in a ratio (part or difference given)	U577
	Link ratios and fractions	U176
	Combine a set of ratios (E)	U921
	Share in a ratio (algebraically) (E)	U676
	Ratios and scales	
Work with fractions	Fraction of an amount	U916
	Increase or decrease an amount by a fraction	U916
	Use a fraction to find the whole	
	Equivalent fractions and mixed numbers	U692
	Add and subtract fractions	U736
	Multiply fractions	U475
	Divide fractions	U544
	Solve problems with fractions	
Non-calculator methods	Place value for integers and decimals	U735
	Compare and order numbers	U600/U435
	Add and subtract integers and decimals	U478
	Multiply and divide integers and decimals	U293/U868
	Four operations with directed number	U742/U548
	Order of operations	U976
	Related calculations	
	Solve multi-step problems	
Straight line graphs	Plot straight line graphs	U741
	Find solutions to equations using straight line graphs	
	Explore gradients	U315
	$y = mx + c$	U669
	Find the equation of a line from a graph (E)	U315
	Find the midpoint of a line segment	U993
	Equation of a straight-line graph given one point and a gradient	U477
	Equation of a straight-line graph given two points (E)	U848
	Real-life straight-line graphs (E)	U652
Probability	Find the probability of a single event	U510
	Use the property that probabilities sum to 1	U683
	List outcomes	
	Relative frequency	U580
	Sample spaces for 1 or more events	U104
	Two-way tables	U981
	Frequency trees	U280
	Independent events	
	Tree diagrams for independent events	U558
	Tree diagrams for dependent events (E)	U729
Rounding and estimation	Round to decimal places	U731
	Round to significant figures	U965
	Estimate answers to calculations	U225
	Use of a calculator	U926
	Error intervals (including truncation) (E)	U657/U301
Perimeter, area and	Name 2-D and 3-D shapes	U121
	Perimeter of a 2-D shape	U351
	Area of a 2-D shape	U945/U424/U265

	Area of a compound shape	U970
	Recognise and label parts of a circle	U767
	Circumference of a circle	U604
	Area of a circle	U950
	Volume of a prism	U174
	Nets	U761
	Surface area of a prism	U259
Interpret and represent data	Averages and range	U717
	Averages from an ungrouped frequency table	U569
	Mean from a grouped frequency table	U877
	Averages from a grouped frequency table	U877
	Use data to compare distributions (E)	
	Types of data	U322
	Sampling	U162
	Scatter graphs	U199/U277/U128
	Interpolation and extrapolation (E)	
Non-linear graphs	Quadratic graphs	U989
	Intercepts and roots of quadratic graphs (E)	U667
	Cubic graphs	U980
	Approximate solutions to equations using graphs (E)	U601

MATHEMATICS – HIGHER

Exam Board: Edexcel

Scan the QR codes below for some useful links which will help with revision or click the linked title:

Sparx Maths	Past papers	Exam Questions by Topic	EC Shared Resources	Edexcel Top Tips	Examination Command Words	Need to know Formulae

Year 10 Higher Curriculum		Revision
Topics and Blocks	**Small Steps**	**Sparx Codes**
Algebraic manipulation	Simplify expressions	U105
	Laws of indices	U662
	Expand a single bracket	U179
	Factorise into a single bracket	U365
Equations, inequalities and formulae	Solve equations	U325
	Solve fractional equations	U325
	Solve equations with unknowns on both sides	U870
	Understand inequalities	U759
	Solve inequalities	U759
	Represent solutions to inequalities using set notation (E)	
	Change the subject of a known formula	U675
	Change the subject of a simple formula	U675
	Change the subject of a complex formula	U191
	Change the subject where the subject appears more than once (E)	U191
Quadratic expressions and equations	Expand double brackets	U768
	Expand triple brackets	U606
	Factorise quadratic expressions	U178
	Factorise more complex quadratic expressions (E)	U858
	Difference of two squares	U963
	Solve quadratic equations equal to 0	U228
	Solve quadratic equations by factorisation	U228
	Solve more complex quadratic equations by factorisation (E)	U960
	Complete the square	U397
	Solve quadratic equations by completing the square (E)	U589
	Complete the square with more complex quadratic expressions (E)	U589
	Solve quadratic equations using the quadratic formula	U665
Percentages	Percentage of an amount	U554
	Percentage increase and decrease	U349
	Repeated percentage change	U671
	Express one number as a fraction or a percentage of another	U925
	Express a change as a percentage	U671
	Find the original value after a percentage change	U773

	Simple interest	U533
	Compound interest	U332
	Choose appropriate methods to solve percentage problems	
Ratio and scale	Equivalent ratios	U687
	Share in a ratio (given total, one part or difference)	U577
	Link ratios and fractions	U176
	Combine a set of ratios	U921
	Share in a ratio (algebraically)	U676
	Solve problems with ratio and algebra	U676
	Ratios and scales	
Work with fractions	Add and subtract fractions	U736
	Multiply and divide fractions	U475/U544
	Solve problems with fractions	U874
	Add and subtract algebraic fractions	U685
	Multiply algebraic fractions	U457
	Divide algebraic fractions	U824
	Simplify algebraic fractions	U437
	Add and subtract more complex algebraic fractions (E)	
	Multiply and divide more complex algebraic fractions (E)	
	Solve equations with algebraic fractions (E)	
Non-calculator methods	Order of operations	U976
	Related calculations	
	Solve multi-step problems	
	Convert recurring decimals to fractions	U689
	Convert more complex recurring decimals to fractions (E)	U689
Straight line graphs	Plot straight line graphs	U741
	y = mx + c	U669
	Find the equation of a line from a graph	U315
	Represent solutions to single inequalities on a graph	U145
	Represent solutions to multiple inequalities on a graph (E)	U145
	Find the midpoint of a line segment	U993
	Equation of a straight-line graph given one point and a gradient	U477
	Equation of a straight-line graph given two points (E)	U848
	Equations of perpendicular lines (E)	U898
	Real-life straight-line graphs	U652
Probability	Find the probability of a single event	U510
	Use the property that probabilities sum to 1	U683
	List and count outcomes	
	Relative frequency	U580
	Sample spaces for 1 or more events	U104
	Two-way tables and frequency trees	U981
	Independent events	
	Tree diagrams for independent events	U558
	Tree diagrams for dependent events	U729
	Conditional probability (Tree diagrams) (E)	U806
Rounding and	Round to decimal places and significant figures	U731/U965
	Estimate answers to calculations	U225

	Use of a calculator	U926
	Error intervals (including truncation)	U657/U301
	Upper and lower bounds	U587
Perimeter, area and volume	Perimeter of a 2-D shape	U351
	Area of a 2-D shape	U945/U424/U265
	Area and circumference of a circle	U950/U604
	Arc length and perimeter	U221
	Area of a sector	U373
	Volume of a prism	U174
	Volume of a cylinder	U915
	Nets	U761
	Surface area of a prism	U259
	Surface area of a cylinder	U464
Interpret and represent data	Averages and range	U717
	Averages from an ungrouped frequency table	U569
	Mean from a grouped frequency table	U877
	Averages from a grouped frequency table	U877
	Use data to compare distributions	
	Types of data	U322
	Sampling	U162
	Capture and recapture	U328
	Scatter graphs	U199/U277/U128
	Interpolation and extrapolation	
Non-linear graphs	Quadratic graphs	U989
	Intercepts and roots of quadratic graphs	U667
	Turning points	U769
	Cubic graphs	U980
	Approximate solutions to equations using graphs	U601
	Equation of the tangent to a curve	U758
	Estimate the area under a curve (E)	U882
	Equation of a circle	U567
	Equation of a tangent to a circle (E)	U758

MUSIC

Year 10, the following checklist covers all the content featured across your GCSE Music exam.

	Listening & Appraising	Details & Resource to help with revision	Made flash cards ☑	Reduce to 6? ☑	Self-tested? ☑
	Preparation for Section A				
1.	**4 Set Works** **4 short questions** **1 Dictation Question** **1 Unfamiliar Listening Question** • **Vocal Music** • **Instrumental Music** • **Music for Stage & Screen**	• Listen to each SW • Know the composer, date of composition, genre, movement & key of each SW • Know the Instrumentation of each SW & how the instruments are employed (Performing Forces) • Know how the composer uses the Musical Elements eg Harmony – using the KO & ME Vocabulary lists - what musical terms could you include to describe harmony in the extract? Knowledge Organiser for each of the SWs Set of Work Vocabulary Lists Musical Elements Vocabulary Lists Annotated Scores Lesson notes & listening worksheets Completed past papers & listening questions GCSE Text Book YouTube analysis videos (see list below). Set Works we have studied: • Purcell Music for a While – https://www.youtube.com/watch?v=jtwlGKUHNdY • Brandenburg Concerto No.5 Mvt 3 Bach - Brandenburg Concerto 5 - Mvt 3 - Analysis • Defying Gravity - Heinz Soup Comfort Flavours 20 sec new music 16x • Williams Star Wars – https://www.youtube.com/watch?v=T1bvAORKFm0			

2.	**Dictation** <u>- one</u> short pitch & rhythm dictation from one of the SWs	• Notate note values and pitches to complete a given melody (heard 4 times) • On your instrument, try to play a phrase of a song that you listen to Select & clap a rhythm from another piece in your music book – how accurate are you? • Listen to your SWs & learn intervals of key melodic ideas & rhythmic motifs • Check over previous completed dictation exercises. • Watch this helpful video https://www.youtube.com/watch?v=UfGQEmuK2G8 Rhythmic and melodic dictation practice https://tonesavvy.com/music-practice-exercise/14/rhythm-dictation-game-eighth-notes/			
3.	**Unfamiliar** several short questions on an unfamiliar musical extract	• Listen to an unfamiliar extract, following a skeleton score and answer short questions eg: harmonic or melodic features (key, cadence, sequence, pedal, interval), articulation (trill, mordent), instrumentation (arco), texture (octave doubling) • Revise Music Theory on intervals, chords, cadences. These videos could be helpful – select areas in which you need to improve: • Music Theory learn Rhythm and notation https://www.youtube.com/watch?v=6zyv0O7kfcc&list=PL5j5H06QkhxE0RK-Ormp3zgf5SGJ28zsj • Melody and sequences https://www.youtube.com/watch?v=AS0SICygRWQ&t=7s • Harmony and Tonality https://www.youtube.com/watch?v=HON3Y05Skc8 • Texture https://www.youtube.com/watch?v=QbT7eTS16T8 • Structure https://www.bbc.co.uk/bitesize/guides/zx3cb82/revision/1 Awareness of structures eg Binary Form (modulate to dominant/relative) will help you work out answers. Practise this on the pieces you play/sing in Performance			
	Preparation for Section B				
4.	**1 SW - Comparison/ Contrast question** for one of our studied set works (12 marks – AO3 & AO4 - PEEL)	• Practise using the essay guide we use to structure your answer • Unfamiliar listening example https://www.youtube.com/playlist?list=PLlC-p5WLHfPfCJe0zhCOdXHd7Rzudazjs • Practise writing succinct sentences – AO3 (point explained & compared/contrasted) & AO4 each time (point justified & bar number/example given)			

RELIGIOUS STUDIES

Use exercise books where you have them, knowledge organisers, revision guide, 12-mark booklet, and passage recall booklet.

Topic name	Learning Intention	Resource to help with revision	Self-tested? ☑	Checked against resource? ☑	Completed DIT? ☑
Theme G & H: Mark's Gospel	21. John's Preparation	Passage Checklist			
	22. Baptism and Temptation	KO/past papers			
	23. Call of the First Disciples	KO/past papers			
	24. Healing of the Leper	KO/past papers			
	25. Healing of the Paralytic	KO/past papers			
	26. Calling of Levi	KO/past papers			
	27. Parable of the Sower	KO/past papers			
	28. Parable of the Growing Seed	KO/past papers			
	29. Parable of the Mustard Seed	KO/past papers			
	30. Jairus Daughter	KO/past papers			
	31. Woman with the Haemorrhage	KO/past papers			
	32. Rejection at Nazareth	KO/past papers			
	33. Mission of the Twelve	KO/past papers			
	34. Feeding of the 5000	KO/past papers			
	35. Greek Woman's Daughter	KO/past papers			
	36. Caesarea Philippi	KO/past papers			
	37. Cost of Discipleship	KO/past papers			
	38. Transfiguration	KO/past papers			
	39. Demon Possessed Epileptic Boy	KO/past papers			
	40. Jesus and the Children	KO/past papers			
	41. Jesus and the Rich Man	KO/past papers			
	42. Rewards of Discipleship	KO/past papers			
	43. Jesus' Passion Prediction	KO/past papers			
	44. Request of James and John	KO/past papers			
	45. Healing of Blind Bartimaeus	KO/past papers			
	46. Jesus' Entry into Jerusalem	KO/past papers			
	47. Greatest Commandments	KO/past papers			
	48. Widow at the Treasury	KO/past papers			
	49. Anointing at Bethany	KO/past papers			
	50. Last Supper	KO/past papers			
	51. Gethsemane and Jesus' Arrest	KO/past papers			
	52. Trial before the Sanhedrin	KO/past papers			
	53. Jesus' Predicts Peter's Betrayal and Peter Denies Jesus	KO/past papers			
	54. Trial before Pilate	KO/past papers			
	55. Crucifixion and Death	KO/past papers			
	56. The Empty Tomb and Resurrection				
	57. The Commission and Ascension				
Theme A: Relationships and Families	1.Christian Teachings about human sexuality	KO/past papers			

	2. Sexual relationships before and outside marriage	KO/past papers			
	3.Contraception and family planning	KO/past papers			
	3.Religious teachings about marriage	KO/past papers			
	4.Divorce and remarriage	KO/past papers			
	6.Nature of families – role of parents and children, extended families and nuclear family	KO/past papers			
	7.Purpose of families – procreation, stability and protection of children, educating children in a faith	KO/past papers			
	8.Christian beliefs about gender equality	KO/past papers			

SCIENCE – TRILOGY (COMBINED) BIOLOGY

Use the following resources to help you:

Revision guide, exercise book, knowledge organisers, GCSE Biology Teams page

Kayscience – topic recap videos, quizzes, practice 3-6 mark questions and links to past papers.

Topic name	Learning Intention	Made retrieval mind map ☑	Watched recap video ☑	Completed quizzes ☑	Exam practice ☑
Cells (Paper 1)	1. Animal and Plant Cells				
	2. Eukaryotic and Prokaryotic Cells				
	3. Specialised Cells				
	4. Using a microscope				
	5. Mitosis				
	6. Stem Cells				
	7. Diffusion, osmosis and active transport				
	8. Exchange Surfaces				
Organisation (Paper 1)	9. Digestive system				
	10. Enzymes				
	11. Blood and blood vessels				
	12. Heart				
	13. Lungs				
	14. Cardiovascular diseases				
	15. Lifestyle diseases (smoking/alcohol)				
Infection and Response (Paper 1)	16. Bacterial diseases				
	17. Viral diseases				
	18. Protist and Fungal diseases				
	19. Immune System				
	20. Vaccination				
	21. Drug Trials				
	22. Antibiotics and Painkillers				
Bioenergetics (Paper 1)	23. Photosynthesis				
	24. Limiting Factors				

SCIENCE – TRILOGY (COMBINED) CHEMISTRY

Use the following resources to help you:

Revision guide, exercise book, knowledge organisers, Microsoft teams (KS4 Chemistry) for resource bank.

Kayscience – topic recap videos, quizzes, practice 3-6 mark questions and links to past papers.

Topic name	Learning Intention	**Made retrieval mind map ☑**	**Watched recap video ☑**	**Completed quizzes ☑**	**Exam practice ☑**
Atomic structure and the periodic table (Paper 1)	1. Elements, mixtures and compounds				
	2. Filtration, crystallography and chromatography				
	3. Distillation				
	4. Historical models of the atom				
	5. Particles in an atom				
	6. Atomic structure and isotopes				
	7. Periodic Table				
	8. Group 0, 1 and 7				
Bonding (Paper 1)	1. Ionic Bonds				
	2. Giant Ionic Lattice				
	3. Covalent Bonds				
	4. Small and Polymer molecules				
	5. Diamond and Graphite, Graphene and Fullerenes				
	6. Giant Metallic Structures				
	7. States of Matter				
Quantitative Chemistry (Paper 1)	1. Relative formula mass				
	2. Conservation of mass				
	3. Moles (H)				
	4. Balanced equations (H)				
	5. Reacting masses (H)				
	6. Concentration of a solution				
Chemical Changes (Paper 1)	1. Reactivity series				
	2. Oxidation and Reduction				
	3. Reactions of acids				
	4. Salt preparation				
	5. pH scale				
	6. Electrolysis				
Energy Changes (Paper 1)	1. Exothermic and endothermic reactions				
	2. Activation energy				
	3. Bond energies (H)				

SCIENCE – TRILOGY (COMBINED) PHYSICS

Use the following resources to help you:

Revision guide, exercise book, knowledge organisers, Kerboodle online textbook/resources.

Kayscience – topic recap videos, quizzes, practice 3-6 mark questions and links to past papers.

Topic name	Learning Intention	Made retrieval mind map ☑	Watched recap video ☑	Completed quizzes ☑	Exam practice ☑
Atomic Structure	1. Structure of Atom				
	2. Atoms, Isotopes and Ions				
	3. Models of the Atom				
	4. Radioactive Decay				
	5. Nuclear Radiation				
	6. Nuclear Equation				
	7. Half-life				
	8. Contamination and Irradiation				
	9. Hazards of radiation				
Forces	10. Gravity, Weight and Mass				
	11. Resultant Forces				
	12. Work done				
	13. Kinetic Energy				
	14. Gravitational Potential Energy				
	15. Speed and Velocity				
	16. Distance-time Graphs				
	17. Velocity-time Graphs				
	18. Newtons laws				
	19. Stopping Distance and reaction Time				
Electric Circuits	20. Charge, current and potential difference				
	21. Electrical power				
	22. Resistance including required practical				
	23. I-V characteristics				
	24. Semiconductors				
5P – Core Physics (Y9)	25. Energy Stores				
	26. Energy Transfers				
	27. Power and Efficiency				
6P – The particle Model of matter (Y9)	28. States of matter				
	29. Density				
	30. Internal energy stores				
	31. Heating and Insulation				
	32. Specific heat capacity				
	33. Latent Heat				

SCIENCE – TRIPLE (SEPARATE) BIOLOGY

Use the following resources to help you:

Revision guide, exercise book, knowledge organisers, GCSE Biology Teams page

Kayscience – topic recap videos, quizzes, practice 3-6 mark questions and links to past papers.

Topic name	Learning Intention	Made retrieval mind map ☑	Watched recap video ☑	Completed quizzes ☑	Exam practice ☑
Cells (Paper 1)	1. Animal and Plant Cells				
	2. Eukaryotic and Prokaryotic Cells				
	3. Specialised Cells				
	4. Using a microscope				
	5. Mitosis				
	6. Stem Cells				
	7. Diffusion, osmosis and active transport				
	8. Exchange Surfaces				
Organisation (Paper 1)	9. Digestive system				
	10. Enzymes				
	11. Blood and blood vessels				
	12. Heart				
	13. Lungs				
	14. Cardiovascular diseases				
	15. Lifestyle diseases (smoking/alcohol)				
Infection and Response (Paper 1)	16. Bacterial diseases				
	17. Viral diseases				
	18. Protist and Fungal diseases				
	19. Immune System				
	20. Vaccination				
	21. Drug Trials				
	22. Antibiotics and Painkillers				
	23. Monoclonal Antibodies				
	24. Plant Diseases				
Bioenergetics (Paper 1)	25. Photosynthesis				
	26. Photosynthesis Practical				
	27. Limiting Factors				
	28. Uses of glucose				
	29. Respiration (aerobic/anaerobic/effect of exercise)				

SCIENCE – TRIPLE (SEPARATE) CHEMISTRY

Use the following resources to help you:

Revision guide, exercise book, knowledge organisers, Kerboodle online textbook/resources.

Kayscience – topic recap videos, quizzes, practice 3-6 mark questions and links to past papers.

Topic name	Learning Intention	Made retrieval mind map ☑	Watched recap video ☑	Completed quizzes ☑	Exam practice ☑
Atomic structure and the periodic table (Paper 1)	1. Elements, mixtures and compounds				
	2. Filtration, crystallography and chromatography				
	3. Distillation				
	4. Historical models of the atom				
	5. Particles in an atom				
	6. Atomic structure and isotopes				
	7. Periodic Table				
	8. Group 0, 1 and 7				
	9. Transition metals				
Bonding (Paper 1)	1. Ionic Bonds				
	2. Giant Ionic Lattice				
	3. Covalent Bonds				
	4. Small and Polymer molecules				
	5. Diamond and Graphite, Graphene and Fullerenes				
	6. Giant Metallic Structures				
	7. States of Matter				
	8. Nanoscience				
Quantitative Chemistry (Paper 1)	1. Relative formula mass				
	2. Moles				
	3. Balanced equations				
	4. Reacting masses				
	5. Concentration of a solution				
	6. Titration calculations				
	7. Atom economy and percentage yield				
Chemical Changes (Paper 1)	1. Reactivity series				
	2. Oxidation and Reduction				
	3. Reactions of acids				
	4. Salt preparation				
	5. pH scale				
	6. Electrolysis				
Energy Changes (Paper 1)	1. Exothermic and endothermic reactions				
	2. Activation energy				
	3. Bond energies				

SCIENCE – TRIPLE (SEPARATE) PHYSICS

Use the following resources to help you:

Revision guide, exercise book, knowledge organisers, Kerboodle online textbook/resources.

Kayscience – topic recap videos, quizzes, practice 3-6 mark questions and links to past papers.

Topic name	Learning Intention	Made retrieval mind map ☑	Watched recap video ☑	Completed quizzes ☑	Exam practice ☑
Atomic Structure	1. Structure of Atom				
	2. Atoms, Isotopes and Ions				
	3. Models of the Atom				
	4. Radioactive Decay				
	5. Nuclear Radiation				
	6. Nuclear Equation				
	7. Half-life				
	8. Contamination and Irradiation				
	9. Hazards of radiation				
	10. Medical Uses				
	11. Nuclear Fusion				
	12. Nuclear Fission				
Forces	13. Gravity, Weight and Mass				
	14. Resultant Forces				
	15. Work done				
	16. Kinetic Energy				
	17. Gravitational potential energy				
	18. Speed and Velocity				
	19. Distance-time Graphs				
	20. Velocity-time Graphs				
	21. Newtons laws				
	22. Stopping Distance and reaction Time				
	23. Terminal Velocity				
Electric Circuits	34. Static Electricity and Electric fields				
	35. Charge, current and potential difference				
	36. Electrical power				
	37. Resistance including required practical				
	38. I-V characteristics				
	39. Semiconductors				
5P – Core Physics (Y9)	40. Energy Stores				
	41. Energy Transfers				
	42. Power and Efficiency				
6P – The particle Model of matter (Y9)	43. States of matter				
	44. Density				
	45. Internal energy stores				
	46. Heating and Insulation				
	47. Specific heat capacity				
	48. Latent Heat				

SPANISH

The Spanish annual exam will be divided into three papers:

Paper 1: Writing Assessment

Section A: **80–90-word task**. You will be given a choice between two questions. You must refer to the four bullet points and aim to write between 80 and 90 words. This will test your knowledge of vocabulary and of your present, past and future tense.

Section B: 130-150-word task. You will be given a choice between two questions. You must refer to the four bullet points and aim to write between 130 and 150 words. This will test your knowledge of vocabulary, tenses and use of more complex language.

Section C: You will have a passage to translate into Spanish. This will test your understanding of vocabulary, the three tenses (present, past, future), and key grammatical structures (for example: infinitive structures, modal verbs)

For section A/B: You will have choice of questions on the following themes: Media and technology; My personal world; Travel and Tourism; and Lifestyle and wellbeing.

Paper 2: Listening Assessment

You will have questions to answer the following themes: Media and technology; My personal world; Travel and Tourism; and Lifestyle and wellbeing. You will be given the following question types: multiple choice, gap fill, open answer in English, and dictation. All questions and answers will be in English.

Paper 3: Reading Assessment

You will have questions to answer the following themes: Media and technology; My personal world; Travel and Tourism; and Lifestyle and wellbeing. You will be given the following question types: multiple choice, gap fill, and translation into English. All questions and answers will be in English.

The following is a list of suggested revision activities:

Year 10 Annual exam revision activities

	Revision Activity	Resource to help with revision	Revised? ☑
Reading and listening Assessment	1. Review challenging vocabulary from Module 1-4	Knowledge organisers in exercise book or available on Teams.	
	2. Practise reading and listening questions.	Past reading and listening assessments in exercise books	
	3. Look back at your past reading and listening assessments and read through the comments and targets from your teacher. Make a note of the unknown vocabulary.	Past reading and listening assessments in exercise books	
Writing Assessment	4. Review present tense with regular and irregular verbs, the perfect tense, the near future and simple future tense and the imperfect.	Front page of knowledge organisers in exercise book or available on Teams.	
	5. Look back at your past writing tasks and assessments and read through the comments and targets from your teacher. Redraft your work to create a model answer.	Past writing tasks and assessments in exercise books.	
	6. It is important to include a wide range of topic vocabulary in your work. Revise the vocabulary you definitely want to include in your writing.	Knowledge organisers in exercise book or available on Teams and Quizlet/Languagenut	

OCR SPORTS STUDIES

Students will not be sitting an exam in Sports Studies during their Year 10 Trial exams. Students' revision for Sport Studies during this period should therefore focus on ensuring that their coursework is completed on time and to a high standard as detailed below. Students should be working on R185 Performance & leadership task 2 in the revision window.

Unit	Task	What do students have to do?
R186 Sport & the Media	3	Task 3 – Negative effects of the media in sport. Your sports club has been awarded a National Lottery grant of £10,000 to raise its profile. They want to know how they can promote themselves better as a club to attract new participants, possible sponsors, as well as sharing events and club information with a wider audience. Your task is to gather more information about the positive effects that media can have on your club's sporting activity and evaluate its effect. You have to provide this information to share at your next club meeting. You do not necessarily have to 'present' this information yourself, so it **must be** suitable and detailed enough that someone else could. You **must** research positive effects that the media can have on your club's sporting activity and provide examples from the media which will include: • The relationship between your club's sporting activity and the media. • How your sports club and the media use each other to promote themselves and increase sponsorship revenue. • How the media can promote the links between your sports club and the health and fitness industry. • A recommendation that explains how the club could raise its profile through the use of the media by using their lottery grant.
R185 Performance & Leadership in Sport	2	Strengths and weaknesses of your sports performance in 2 selected sports activities. Students will need to research and revise the skills, techniques, tactics and strategies used in their performance in their 2 selected sports activities for assessment. Any students choosing dance will need to comment on compositional ideas where applicable. Students can review their performance in recent fixtures, events, PE lessons, extra-curricular clubs ensuring they comment on their level of current ability, why they have identified specific skills as strengths or weaknesses and what impact these have on theirs or the team's performance. Students should also be updating their Task 1 logbook. This is an ongoing document of evidence of students performing in their 2 selected sports activities. An account of the activity must be evidenced, with practices and games identified. Students must reference the coach/manager/teacher in their logbook.

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