Year 10 – Revision List

Assessment Window 1 (Most subjects): Monday 26 November – Friday 14 December 2018

Assessment Window 1 (English and Maths): Monday 7 January – Friday 18th January 2019

In this assessment window you will take tests, under examination conditions, in your learning sessions. These tests will be used to work out a GCSE grade you are working at now and what we anticipate you will get at the end of Year 11. This will form a tracking report that goes home to your parents and carers. You will use this tracking report when applying for 6th forms, colleges and apprenticeships as evidence of your anticipated grades and effort, as well as your attendance.

To help you prepare for these tests, each subject has provided a revision list. You will take assessments in

- English (in January)
- Maths (in January)
- Science
- Option subjects, where relevant

Other subject areas will give you more revision material in session time as well as this revision list.

How can you prepare for these assessments?

- Use your 40 minute daily tutor time wisely
- Revise for three subjects an evening, for 30 minutes each
- Use 'sam learning' to revise important topic areas
- Get your friends/parents to test you
- Write revision notes and key terms
- Create a revision map for each subject area

Good Luck

Dr S D Beach
Assistant Principal

English Language

Topic/Skill	Activities/Websites that will help you ☺	What do I need to do for each question?
Identifying and extracting information accurately **Q1 – 4 marks**	Read news articles, blogs and journal entries and bullet point the main ideas. http://www.bbc.co.uk/news http://news.sky.com/ http://www.theguardian.com/uk	-One mark is awarded for each correct statement taken from the correct section of the text
Analysing language **Q2 – 8 marks**	Read fiction and non-fiction texts and practise identifying the implicit (indirect) information. Use the BBC Bitesize website below to practise: http://www.bbc.co.uk/bitesize/standard/english/close_reading_exam/inference/revision/1/ http://www.theguardian.com/uk http://www.independent.co.uk/voices/editorials	-Making a point that answers the question -Providing quotations from the text to support and prove the point that you have made. -Explaining why that quote proves your point -Explaining the effect of that quotation on the reader using subject terminology, ie verb, simile, adjective -Where appropriate selecting individual words from the text and explaining the additional impact.
Analysing structure **Q3 – 8 marks**	Read short stories and consider how the writer uses language and structure for effect. Pick out techniques and words from small sections of fiction texts. Look at whole texts and make notes on how the writer structures the text. You might find this website useful: http://www.bbc.co.uk/education/topics/zc6bcdm	-Make a point that answers the question -Provide quotations from the text to support and prove the point that you have made -Explain the writer's intentions in structuring the text in this way
Respond to a text by evaluating the language, and writer's intentions. **Q4 – 20 marks**	Read short stories and consider how the writer uses language and structure for effect. Consider your opinions on the text – what do you think about the text, characters, writing and themes? You might find this website useful: http://www.bbc.co.uk/education/topics/zc6bcdm	-Comment on the characters and your impression of the characters -Provide quotations from the text to support the comments that you have made -Evaluate how the writer has created these impressions
Writing Section **Q5 – 40 marks**	Read fiction texts to gain knowledge of how writers' write. Use images of places and people to practise writing descriptions based on the image. You might find this website useful: http://www.bbc.co.uk/education/guides/zgj72hv/revision	-Communicate their ideas clearly, effectively and imaginatively -Adapt the correct tone, style and register - Use a range of vocabulary for effect -Use a range of sentence structures effectively -Use accurate spelling -Use a range of punctuation for effect

English Literature

Topic/Skill	Activities/Websites that will help you ☺	What do I need to do for each question?
Section A **An Inspector Calls** **34 marks** (30 marks for content + 4 marks for accuracy of writing)	Re-read **An Inspector Calls** to ensure you know the plot and characters well. Revise quotations, techniques and word classes. Use the following website: https://www.bbc.com/bitesize/topics/zpr639q Complete the revision booklet given to your by your tutor.	You only need to answer 1 question. You will need to respond to the question with the following: - Evidence from across the text - Analysis of language, structure and other techniques used by the writer - Consider the impact of context of the time it was written, set and how audiences might react now
Section C **Unseen Poetry** **32 marks** **Q6 – 24 marks** **Q7 – 8 marks**	Look at other poems and practise reading for meaning and technique without having studied them before. Use the following website: http://www.bbc.co.uk/education/topics/zccxp39 Revise your poetic techniques and word types.	Q6 will ask you to write about one unseen poem. You will need to identify words, phrases and lines that support your ideas and analyse how the writer expresses their ideas. Q7 will ask you to compare two unseen poems. This is a short question and you need to write about the similarities and differences of how the writers put their ideas across, such as, language and techniques.

Maths – Higher Tier

This list covers **one non-calculator** paper.

Topics	Resources
• Ordering Decimals • Nth Term • Standard Form • Decimal Division • Scatter Graphs • Equivalent Fractions • Area with Algebra • Standard trig values • Distance Time Graphs • Simultaneous Equations • Averages & Spread • Expanding Brackets & Factorising • Scale Calculations • Similar Triangles • Rotation & Enlargement • Changing the subject • Area of parts of a circle • Coordinate Problem Solving • Volume change following length change • Indices • Expanding Brackets (Products) • Surds • Trig Graphs • Probability with Algebra • Vectors	http://corbettmaths.com/ https://www.samlearning.com/ https://mymaths.co.uk https://mrcartermaths.com W:\Mathematics\Maths Watch\Key Stage 4\MathsWatch (for 2017 exams onwards)

Don't panic – this is a GCSE paper, so the assessment may contain some topics you have not yet covered. Focus your revision on the topics you have previously learnt in sessions.

Maths – Foundation Tier

This list covers **one** non-calculator paper.

These are GCSE style questions and the assessment may contain some topics you have not yet covered

Topics	Resources
• Fractions, Decimals & Percentages • Fractions of Amounts • Bar Charts • Probability • BIDMAS • Ordering Decimals • Division • Angle Rules • Coordinates • Triangle Types • Indices & Roots • Solving Equations • Money Logic • Revenue from ticket sales • Bearings • Map Scale • Ratio • Percentage • Translation • Rotation • Substitution • Lowest Common Multiple • Equivalent Fractions • Scatter Graphs • Area with Algebra • Distance time Graphs • Coordinate Problem Solving • Angles in Parallel Lines • Simultaneous Equations • Finding lengths from Area	http://corbettmaths.com/ https://www.samlearning.com/ https://mymaths.com.uk https://mrcartermaths.com W:\Mathematics\Maths Watch\Key Stage 4\MathsWatch (for 2017 exams onwards)

Science

Biology

Topic 1	**Key Concepts in Biology** Microscopes Cells Bacteria Enzymes Transport Systems
Topic 2	**Cells and Control** Mitosis Growth Stem Cells The Brain Nervous System The Eye
Topic 3	**Genetics** Sexual vs Asexual Reproduction Meiosis DNA Protein Synthesis Mendel Alleles Inheritance Variation
Topic 4	**Natural Selections and Genetic Modification** Darwin's Theory Classification Breeds and Varieties Tissue Culture Genes in Agriculture and Medicines Fertilisers and Biological Control

Chemistry

Topic 1	**Atomic structure** Structure of an atom/Isotopes **Periodic table** Elements, atomic number and electronic configuration **Ionic and Covalent Bonding** **Types of substance** **Calculations involving masses**
Topic 2	**States of matter and Mixtures** Filtration and Crystallisation Chromatography Distillation Drinking Water

Physics

Topic 1	**<u>Key Concepts in Physics</u>** SI Units
Topic 2	**<u>Motion and Forces</u>** Vectors and Scalers Speed/Distance/Time Graphs Acceleration Velocity/Time Graphs
Topic 3	**<u>Conservation of energy</u>** Energy types and transfers Efficiency GPE and KE Supplying Electricity Keeping Warm Renewable and Non-Renewable Energy
Topic 4	**<u>Waves</u>** Wave Equation Refraction Reflection, transmission and absorption Ultrasound Infrasound Earthquakes The Ear
Topic 5	**<u>Light and the EMS</u>** EM Spectrum Uses of the Spectrum Dangers and Discovery Keeping a constant temp Total internal reflection Colour Lenses Investigating Refraction

Physics equations for 10.1 tracking ONLY (there are a few more for you full GCSE paper)

SP1	
distance travelled = average speed × time	$d = s \times t$
acceleration = change in velocity ÷ time taken	$a = \frac{(v - u)}{t}$
SP2	
force = mass × acceleration	$F = m \times a$
weight = mass × gravitational field strength	$W = m \times g$
momentum = mass × velocity (Higher)	$p = m \times v$
work done = force × distance moved in the direction of the force	$E = F \times d$
kinetic energy = ½ × mass × (velocity)^2	$KE = ½ \times m \times v^2$
SP3	
efficiency = $\frac{\text{(useful energy transferred by the device)}}{\text{(total energy supplied to the device)}}$	
gravitational potential energy = mass × gravitational field strength x change in vertical height	$\Delta GPE = m \times g \times \Delta h$
kinetic energy = ½ × mass × (velocity)^2	$KE = ½ \times m \times v^2$
SP4	
wave velocity = frequency x wavelength	$v = f \times \lambda$
wave speed = $\frac{\text{distance}}{\text{time}}$	$v = \frac{d}{t}$

History

The exam will come from **the Crime and Punishment** topic, from the areas below. Remember that this topic is all about 'change over time' and so the focus is not on knowing every single piece of content. Instead, make sure you know some specifics about different time periods, but mostly that you can tell the broad story of changes that happened and how things were different from one time period to another.

Topic	Subtopics
Crime and punishment in Britain, c1000–present.	**c1000–c1500: Crime and punishment in medieval England-** Saxon crime (including hue and cry, tithings, wergild etc.), Norman changes (including forest laws etc.), Parish constables and other early attempts at law enforcement (eg. The use of trial by ordeal etc.), the use of deterrence and physical punishments. **c1500–c1700: Crime and punishment in early modern England-** Changes in the law (eg. Heresy, treason etc.) and new definitions of crime (eg. Vagabondage and witchcraft), introduction of town watch people, the introduction of transportation and attitudes to the 'Bloody Code', the Gunpowder Plot, Matthew Hopkins and his time as 'Witchfinder General'. **c1700–c1900: Crime and punishment in eighteenth- and nineteenth century Britain-** Changes in crime (eg. Poaching, smuggling), changing definitions of crime (eg. Witchcraft, Tolpuddle Martyrs), development of proper police forces, the changing of punishments and prisons (eg. End of public executions, prison reforms etc.). **c1900–present: Crime and punishment in modern Britain-** Changing definitions of crime (eg. Race crime, drug crimes, driving crimes etc.), new technology (eg. DNA, CCTV etc.) and its impact on the police, the ending of the death penalty, changes to prisons.

The question types that could come up on this paper are shown below with a brief description of what is required to answer them. There are sample answers and mark schemes available on the exam board website (Edexcel, GCSE History) if you would like to see specific examples.

Paper	Question type	What is required
1	Describe two features of…(4 marks)	Give two features of whatever the question is asking about. That basically just means give **two facts**. To get all 4 marks, you need to also add a bit of specific detail about that fact, such as why it was that way or when that thing happened.
1	Explain one way in which… was different/similar from… (4 marks)	You will be given two different time periods to **compare**. Make sure to say what it was like in one time period, then what it was like in the other- being more specific is better here. Then, conclude by making it clear **how** that makes them similar or different (eg. 'This makes them similar/different because…')
1	Explain why… (12 marks)	You have to explain **why** something happened or changed. Describing what the

		thing is or was is important to show some knowledge, but you need to make sure that you say **why** that happened or changed from what it was like before (For example, because attitudes changed or technology was updated). Better answers go into more detail in their explanation, showing **why** that would make a change happen. This question comes with two bullet points of relevant things you could include. You can use these, but to get more than 8 marks you need to use at least one idea of your own as well. Try to aim for three points overall.
1	'STATEMENT' **How far** do you agree with the statement? (16 marks +4 SPaG) (You have a choice of two questions here and can pick either of them to do. They will always be on two different areas of the topic to give you a proper choice).	Argue **both sides** of the statement ('yes I agree' and 'no I don't agree') before giving a **clear judgement** about whether you actually agree or not. Try to make a couple of points on both sides of the argument before getting to your conclusion. Statements might say that something was the 'main reason', for example, and you would need to argue that 'yes, it was the main reason' versus 'no, other reasons were just as or more important'. Knowledge is extremely important to show throughout your answer- always be as specific as you can be. SPaG is easy marks for the clarity of your communication, not just your spelling. Make sure to write in full sentences and to spell key words correctly- especially if they're in the question!

Cambridge Nationals iMedia R081 Exam revision list

Learning Outcome 1: Understand the purpose and content of pre-production
1. the purpose and uses for: ○ mood boards (e.g. ideas and concepts for a new creative media product development, assisting the generation of ideas) ○ mind maps/spider diagrams (e.g. to show development routes and options for an idea, or component parts and resources needed for a creative media product) ○ visualisation diagrams (e.g. for still images and graphics) ○ storyboards (e.g. for use with video, animation) ○ scripts (e.g. for a video production, voiceover, comic book or computer game)
2. the content of: o mood boards o mind maps/spider diagrams o visualisation diagrams, i.e.: • • images • • graphics

• • logos • • text o storyboards, i.e.: • • number of scenes • • scene content • • timings • • camera shots (e.g. close up, mid, long) • • camera angles (e.g. over the shoulder, low angle, aerial) • • camera movement (e.g. pan, tilt, zoom or using a track and dolly) • • lighting (e.g. types, direction) • • sound (e.g. dialogue, sound effects, ambient sound, music) • • locations (e.g. indoor studio or other room, outdoor) • • camera type i.e. – still camera – video camera – virtual camera (e.g. for animations, 3D modelling or computer games) o scripts, i.e.: • • set or location for the scene • • direction (e.g. what happens in the scene, interaction) • • shot type • • camera movement • • sounds (e.g. for actions or events) • • characters • • dialogue (e.g. intonation, loudness, emotion) • • formatting and layout.
Learning Outcome 2: Be able to plan pre-production
1. interpret client requirements for pre-production (e.g. purpose, theme, style, genre, content) based on a specific brief (e.g. by client discussion, reviewing a written brief, script or specification)
2. identify timescales for production based on target audience and end user requirements
3. how to conduct and analyse research for a creative digital media product, i.e.: o using primary sources o using secondary sources
4. produce a work plan and production schedule to include: o tasks o activities o work flow o timescales o resources o milestones o contingencies.
5. the importance of identifying the target audience and how they can be categorised, i.e.: o gender o age o ethnicity o income o location o accessibility

6. the hardware, techniques and software used for: ○ digitising paper-based documents ○ creating electronic pre-production documents
7. the health and safety considerations when creating digital media products (e.g. use of risk assessments, location recces, safe working practices)
8. legislation regarding any assets to be sourced, i.e.: ○ copyright ○ trademarks ○ intellectual property
9. how legislation applies to creative media production, i.e.: ○ data protection ○ privacy ○ defamation ○ certification and classification ○ use of copyrighted material and intellectual property.
Learning Outcome 3: Be able to produce pre-production documents
1. create a: ○ mood board ○ mind map/spider diagram ○ visualisation diagram or sketch ○ storyboard
2. analyse a script (e.g. scenes/locations, characters, resources and equipment needed).
3. the properties and limitations of file formats for still images
4. the properties and limitations of file formats for audio
5. the properties and limitations of file formats for moving images, i.e.: ○ video ○ animation
6. suitable naming conventions (e.g. version control, organisational requirements).
7. identify appropriate file formats needed to produce: ○ pre-production documents ○ final products in line with client requirements.
Learning Outcome 4: Be able to review pre-production documents
1. review a pre-production document (e.g. for format, style, clarity, suitability of content for the client and target audience)
2. identify areas for improvement in a pre-production document (e.g. colour schemes, content, additional scenes).

OCR GCSE Business Studies

R064: Marketing and Enterprise Concepts

Topic 1: Background Topics

Entrepreneurship

Sectors of Industry

Stakeholders

Topic 2: Functional Areas of Business

The recruitment Process

Production Methods

Production and Technology

Topic 3: Business Ownership

Sole Traders

Partnerships

Franchises

Business Planning

Sources of Finance

Topic 5: Market Research

Market Segmentation

Primary Research

Secondary Research

Key Skills

1. **Define / List:**
   What does the word mean? Support your answer with a definition. What does this thing contain?
2. **Apply / Give Examples:**
   Can you relate your answer to the case study or story?
3. **Analyse / Explain:**

   Make a point, now say why this point is important to the people in the case study / scenario.
4. **Evaluate / Discuss / Recommend:**
   Time to use the 4 paragraph layout.
   Start off with the keyword definition and supporting example.

Move on to the good points and how this affects the case study.
Next it's time to discuss the drawbacks and how they affect the case study.
Finally it's the opinion paragraph where you make a recommendation and support it with evidence.

What can I use to help?

- Your class exercise book
- Purple CGP revision guide
- BBC Bitesize Website
- Tutor2U Website
- OCR Dynamic Learning Resources

OCR Computer Science

Revision list part 1: Computer systems

Primary storage

Secondary storage

Von Neumann architecture

Purpose of a CPU

Inside a CPU, including Arithmetic and logic unit, Accumulator, types of registers.

Factors affecting CPU performance

Embedded systems

Revision list part 2: Computational and Thinking, Algorithms and Programming

Algorithms in flowcharts

Algorithms in Pseudocode

Sequence, selection and iteration

Searching algorithms

Sorting algorithms

Useful websites

https://www.bbc.co.uk/education/subjects/z34k7ty

http://www.teach-ict.com/ (student login in: b774ff password: network5)

Spanish

I can…

- Conjugate the two verbs '**to be** in Spanish in the **present tense** (all persons)
- Write the **present tense forms** (all persons) of '**to have' and 'to go'** in Spanish
- Conjugate **present tense regular verb forms**
- Conjugate the **two future tenses**
- Conjugate the **present tense forms** (all persons) of '**to have' and 'to go'** in Spanish
- Conjugate **preterite regular verb forms:**
- Translate **opinions + infinitive/nouns**
- **Adjective endings.** Translate into Spanish:
- Understand the differences between **Ser vs Estar**
- Translate **key verbs and adjectives**
- Translate **high frequency** words

Y10 Design and Technology Assessment 1 (Nov)

You have a copy of the AQA GCSE revision guide. Revision materials will focus on pages from this book and/or sections from the FOCUS Learning website which you all have access to.

FOCUS Learning website details
Web link - www.focuselearning.co.uk
Use name - student@landauforte31299
Password - m2i8ehfyi

If you can't access this from PC's at home you will be able to use it in tutor time, in the library and the computers in

A04 are available for your use from 3:30 until 4:30 on Monday, Tuesday and Wednesdays.

Section A: (Question-1-13)

10 multiple choice questions and 5 short answer questions based on core technical principles.

Section B: (Question-14-18)

Specialist technical principles-All long answer questions

Section A and B will cover:

- Electronic systems – Revision guide page 10
- Forces - Revision guide page 60
- Properties of metals - Revision guide page 66 – FOCUS - DT materials Data base (metals)
- Production Methods - Revision guide page 62
- Material properties – Natural or man-made - Revision guide page 60 – 70
- Smart Materials - Revision guide page 72 – FOCUS – Smart, modern and composite materials – Smart

- Materials
- Impact on society - Revision guide page 126
- Properties of Plastics - Revision guide page 68 - DT materials Data base (plastics)
- Levers - Revision guide page 48 – FOCUS – Focus on mechanisms
- Properties of wood - Revision guide page 64 – FOCUS - DT materials Data base (wood)
- Properties of natural fibres (textiles) - Revision guide page 70
- Properties of paper and boards - Revision guide page 62
- Production of energy - Revision guide page 46 – FOCUS - Energy use and the environment
- Material stock forms (you choose a material) - Revision guide page 60 – 73 - FOCUS - DT materials Data
- base
- Reinforcing materials - Revision guide page 80 – 81
- Mass production process (you choose a product) – Revision guide page 92 - 103 – FOCUS – Focus on metals,
- Focus on plastics
- Materials properties (You choose a product and material) - Revision guide page 60 – 73 - FOCUS - DT
- materials Data base
- Impact on society - Revision guide page 122

Section C: (19-25)

Designing and making principles: All long answer questions.

This section is all about the design and making process – Revision guide pages 22 – 35

Y10 Food preparation and nutrition Assessment 1 (Nov)

The exam paper is made up of number of short answer and long answer questions.

You will be expected to answer all questions on the paper.

Topics you need to revise are:

- Heat transfer methods in cooking
- Reasons for cooking food
- Vitamins and minerals
- Nutritional content of food
- Foods for special dietary needs and specific diets (e.g. hospital patients, young children, teenagers)
- Sensory appeal of food and how to make it appealing
- Protein content of food
- Eatwell guide

- Ways of using ingredients
- Analysing ingredients and their function in recipes

You have access to the dynamic learning software package (user name = school login, password = password). On here you have been assigned a number of short tests to help you revise the appropriate sections.

Use these small tests to find your strengths or weaknesses in any areas and revise the sections you are having difficulty with.

You can also borrow a copy of the text book from Mr Bell or Miss Latham.

Geography

Dynamic Development and Sustaining Ecosystems

Philosophy and Ethics

Hindu beliefs in Gods – Brahman, the Trimurti, avatars of Vishnu, other gods and goddesses

Choosing a marriage partner

Christina marriage ceremonies

Hindu marriage ceremonies

The nature of God:

- Christian concepts about God
- The Trinity

Jesus Christ:

- Historical Evidence about Jesus
- Bible stories about Jesus
- Just war theory
- Christian attitudes to War
- Christian attitudes to Soldiers

PE

Topic	You should be able to…
Components of Fitness	• Define 11 components • Explain fitness tests to measure these components • Link components to performers
Methods of Training	• 7 methods of training • What type of performer would use these methods of training
Injuries & Risks	• Identification of injuries • Treatment of injuries • Injury prevention
Performance Enhancing Drugs (PED's)	• Identify PED's • Link PED's to sports performers • Explain why they are banned.

- You will be asked a series of questions including; Multiple choice, short answer and 2 long answer questions.