

Year 10 – Revision List Assessment Window 2

Art Exam: 5th June 2019

All other exams: 10th – 26th June 2019

In this assessment window you will take tests, under examination conditions, in the sports hall. 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
- Science
- Maths
- 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 up to three subjects an evening, for 30 minutes each
- Use 'GCSE Pod to revise important topic areas
- Use 'Active Learn' for Science revision
- Get your friends/parents to test you
- Write revision notes and key terms
- Create a revision map for each subject area

Revision Lists

English Language Paper 2

Topic/Skill	Activities/Websites that will help you 😊	What do I need to do for each question?
Choose 4 correct statements out of 8 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
Summarising two texts Q2 – 8 marks	Read 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
Analysing language Q3 – 12 marks	Read non-fiction and identify writers' perspectives. Consider how they convey ideas through language and technique You might find this website useful: https://www.bbc.com/education/guides/zq6vg82/revision	-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 two texts by comparing writers' attitudes and perspectives. Q4 – 16 marks	Read non-fiction and identify writers' perspectives. Consider how they convey them in different ways. You might find this website useful: https://www.bbc.com/education/guides/zgd6p39/revision https://www.bbc.com/education/guides/zxsck7h/revision	-Identify the different attitudes of the writers. -Compare how writers convey these attitudes to the reader. -Provide evidence from across texts to support ideas. -Consider the impact on the reader.
Writing Section Q5 – 40 marks	Read non-fiction texts to gain knowledge of how writers' write. Ensure you know the following text types: letter, article, essay, leaflet, speech. And the following purposes: to explain, to argue, to advise, to persuade. You might find this website useful: https://www.bbc.com/education/guides/zwt3rdm/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

Poetry

Topic/Skill	Activities/Websites that will help you 😊	What do I need to do for each question?
An Inspector Calls 30 marks + 4 for SPAG	<ul style="list-style-type: none">• Re-read An Inspector Calls.• Watch the BBC version of the play.• Learn your elastic quotations.• Revise using all the pods on GCSEpod. Try using this website too: https://www.bbc.com/bitesize/topics/zpr639q	-plan your ideas -Clearly answer the question, using its key words as a guide. -Provide a range of evidence from each text -Analyse HOW both writers express these ideas -Link your ideas to context
Power and Conflict Poetry 30 marks	Re-read the Power and Conflict set of poems to ensure you know each of them well. Revise poetic forms and terms as well as other techniques; link the poems together to practise comparison. Use the following website: http://www.bbc.co.uk/education/topics/z33qxsg	-Clearly answer the question, using its key words as a guide. -plan your ideas -Provide a range of evidence from each text -Analyse HOW both writers express these ideas -Compare the similarities and differences in each text -Link your ideas to context
Unseen poetry 24 marks for question 1 8 marks for question 2	Practise responding the unseen poetry by looking at new poems – you could do this by using the Love and Relationship cluster from your anthology. Use the following website: http://www.bbc.co.uk/education/topics/z33qxsg	Question 1: - Plan your ideas - Clearly answer the question, using its key words as a guide. -Provide a range of evidence from each text -Analyse the different ways the poet expresses meanings -Try to identify patterns in the poem Question 2: -Analyse and compare the different ways the poets present meanings -Provide evidence from both poems

Year 10 Higher Mathematics Revision

Your next assessment for mathematics will be during term 6. This list covers both the calculator and non-calculator papers. (3 papers)

Topics		
Non-calculator (Paper 1) <ul style="list-style-type: none"> • Expand single bracket • Standard form converting • Number as fraction of another with decimals • Faces on pyramids • Circles inside a square area problem • Comparing probabilities • Speed/Distance/Time • Ratio multiples • Perpendicular bisector • Repeated & change • Pythagoras for diagonal of a square • Interquartile range meaning • Cosine values • One fraction as a fraction of another fraction • Venn Diagrams problem • Expand double brackets & collecting terms • Change subject with fraction (+ new subject appears twice) • Circle equation meanings • Area of triangle ($\frac{1}{2}ab\sin C$) • Recurring decimal to a fraction • Reverse percentages • Indices Fractional/negative • Reverse probability from two events • Iterative formulae • Circle Theorem • Rationalise denominators • Surd Addition/simplification • Simultaneous equations with one quadratic 	Calculator (Paper 2) <ul style="list-style-type: none"> • Nth term linear • % as a fraction • $Y=mx+c$ • Direct proportion equation • Spot errors in calc use • Solving inequalities • number line inequalities • Substitute into formula • Solve $x^2 = a$ • Ratio with part total • Congruent triangles • Volume of spheres • Use spheres to find dimensions of a cuboid • Number as % of another • Set up equations from triangle properties • Solve equation unknown both sides • Number of outcomes • Set up and solve area of triangle equation • Adding surds • Reverse compound interest with added money • Probability tree diagram • Probability and/or • Inequality graphs • Gradient of a line • Convert unit of pressure • Estimation from grouped frequency • Completing the square • Turning points • Right angled & non-right angled trig • Histogram from cumulative frequency 	Calculator (Paper 3) <ul style="list-style-type: none"> • Law of Indices (power/power) • Exterior polygon angles • Opposite Bearings • Pythagorean triple • Error Intervals • Basic Trig ratios • Similar shape lengths • Reverse Mean calculation • Sample Space probability • Formulae substitution • Value as % of another • Simultaneous Equations • Comparing data using % • Numbers in standard form • Two ratios with common part • Quadratic Formula • Set notation • Using calculator correctly • Percentage variance • Upper/lower bounds • Surds multiplication • Set-up equations • Expand double brackets • Simplify algebra • Gradient between points • Perpendicular gradients • Ratio to find a point on a line • Algebraic vectors • Parallel vectors • Direct proportion • Distance from speed time graph
Resources: 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)		

These are full GCSE papers and may contain some topics you have not yet covered

Year 10 Foundation Mathematics Revision

Your next assessment for mathematics will be during term 6. This list covers the calculator and non-calculator papers. (3 papers)

Topics		
Non-calculator (Paper 1) <ul style="list-style-type: none"> • Multiples • Inequality signs • Solve 1 step equation • Show meaning of a term raised to a power • Bar chart → pictogram • Fraction of amount • Basic BIDMAS • Collect like terms • Ratio → fraction • Number machines (inc algebra) • One number as percentage of another • Nth term (picture sequence) • Ratio in context • Algebra angles in a triangle • Square numbers • Multiples in context • Substitution with brackets • Linear factorisation • Probability of 2 events • Networks • Speed/Distance/Time • Venn Diagrams • Ratio from total • Ratio from part total • Circles inside square are problem solving • Comparing probabilities • Standard Form • Repeated percentage change • Perpendicular bisector • Pythagoras for diagonal of a square 	Calculator (Paper 2) <ul style="list-style-type: none"> • Probability • Units of speed • Calculate a power • Percentage of amount • Ratio of cost and quantity • Read a bar chart • Rounding to 10 • Compound units (cost/litre) • Angles in special triangles • Frequency Tree • Relative frequency • Revenue from win/lose scenario • Calculating workers needed for a job • Percentage of amount • Properties of a square split into 2 equal rectangles • Find area from perimeter • Substitution into formulae • Standard form • Correct use of calculator on a given calculation • Solve inequality • Show inequality a on number line • Bearing problem solving • Find errors on a straight line graph • Solve $x^2 = a$ • Best buy with offers • Ratio from a part total • Congruent triangles • Volume of a sphere • Use spheres to find volume of box • 1 value as a percentage of another 	Calculator (Paper 3) <ul style="list-style-type: none"> • FDP Conversion • Negative number value • Bank Statements • +/- negative numbers • Calculate probability • Label using probability • Ratio as a fraction • Fraction of amounts • Shapes on a grid • Inverse operations • Fraction → Ratio • Map Scale • Term-to-term sequence • Multi-step using conversions • Area of sector • Simple Interest • Area problem solving with rectangles • Difference of 2 squares • Solve equation with fraction • Angles in triangle/parallelogram • Co-interior angles • Error intervals • State a trig ratio • Similar shapes' lengths • $Y=mx+c$ • Reverse mean calculation • Sample space probability • Substitute into area formula given • One number as a percentage of another • Simultaneous Equations • Comparing data using percentages
Resources: 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)		

These are full GCSE papers and may contain some topics you have not yet covered

Geography

Topic 1: Distinctive Landscapes

3.1. What makes a landscape distinctive?		Scale
a. What is a landscape?	<ul style="list-style-type: none"> How the concept of a landscape can be defined, including the differences between built and natural landscapes. 	R, L, F
b. Where are the physical landscapes of the UK?	<ul style="list-style-type: none"> Overview of the distribution of upland, lowland and glaciated landscapes in the UK. 	N
	<ul style="list-style-type: none"> Overview of the characteristics of these landscapes which make them distinctive including their geology, climate and human activity. 	

3.2. What influences the landscapes of the UK?		
a. What physical processes shape landscapes?	<ul style="list-style-type: none"> The geomorphic processes that are involved in shaping landscapes, including weathering (mechanical, chemical, biological), mass movement (sliding, slumping), erosion (abrasion, hydraulic action, attrition, solution), transport (traction, saltation, suspension, solution), deposition. The formation of coastal landforms including headlands, bays, cave, arch, stack, beach and spit. The formation of river landforms including waterfall, gorge, v-shaped valley, floodplain, levee, meander, ox-bow lake. 	L, F
b. What are the characteristics of your chosen landscapes?	<ul style="list-style-type: none"> Case study of two landscapes in the UK, one coastal landscape and one river basin, to include the study of: <ul style="list-style-type: none"> its landforms created by geomorphic processes the geomorphic processes operating at different scales and how they are influenced by geology and climate how human activity, including management, works in combination with geomorphic processes to impact the landscape. 	R, L, F

Topic

2: Ecosystems

4.1. Why are natural ecosystems important?		Scale
a. What are ecosystems?	<ul style="list-style-type: none"> Understand the concept of an ecosystem as being the interdependence of climate, soil, water, plants and animals. 	
	<ul style="list-style-type: none"> Outline the global distribution of polar regions, coral reefs, grasslands, temperate forests, tropical forests and hot deserts. 	G
	<ul style="list-style-type: none"> Overview of the climate, flora and fauna within these ecosystems. 	G

4.2. Why should tropical rainforests matter to us?		
a. What biodiversity exists in tropical rainforests?	<ul style="list-style-type: none"> The distinctive characteristics of a tropical rainforest ecosystem, including the climate, nutrient cycle, soil profile and water cycle. The interdependence of climate, soil, water, plants, animals and human activity in tropical rainforests. 	R, L
b. Why are tropical rainforests being 'exploited' and how can this be managed sustainably?	<ul style="list-style-type: none"> Explore the value of tropical rainforests through the study of their goods and services. 	G, R, N, L
	<ul style="list-style-type: none"> Human impacts in the tropical rainforest from activities such as logging, mineral extraction, agriculture and tourism. 	R, L
	<ul style="list-style-type: none"> A case study to illustrate attempts to sustainably manage an area of tropical rainforest, such as ecotourism, community programmes, biosphere reserves and sustainable forestry, at a local or regional scale. 	R, L

4.3. Is there more to polar environments than ice?

a. What is it like in Antarctica and the Arctic?	<ul style="list-style-type: none"> Outline the distinctive characteristics of Antarctica and the Arctic, including climate, features of the land and sea, flora and fauna. 	R, L
	<ul style="list-style-type: none"> The interdependence of climate, soil, water, plants, animals and human activity in either the Antarctic or the Arctic polar region. 	R, L
	<ul style="list-style-type: none"> Explore a range of impacts of human activity on either the Antarctic or the Arctic ecosystems, such as scientific research, indigenous people, tourism, fishing, whaling and mineral exploitation. 	R, L
b. How are humans seeking a sustainable solution for polar environments?	<ul style="list-style-type: none"> A case study to examine one small-scale example of sustainable management in either the Antarctic or the Arctic such as sustainable tourism, conservation and whaling. A case study to examine one global example of sustainable management in either the Antarctic or the Arctic by investigating global actions such as Earth Summits or the Antarctic Treaty. 	G, R, L

Topic 3: Dynamic Development

6.1. Why are some countries richer than others?		Scale
a. What is development and how can it be measured?	<ul style="list-style-type: none"> Definition of 'development' and the ways in which countries can be classified, such as AC, EDC and LIDC. 	
	<ul style="list-style-type: none"> Global distribution of ACs, EDCs and LIDCs. 	G
	<ul style="list-style-type: none"> Economic and social measures of development, such as GNI per capita and Human Development Index, and how they illustrate the consequences of uneven development. 	
b. What has led to uneven development?	<ul style="list-style-type: none"> Outline the human and physical factors influencing global uneven development. 	G
	<ul style="list-style-type: none"> Explore the factors that make it hard for countries to break out of poverty, including debt, trade and political unrest. 	G, N
6.2. Are LIDCs likely to stay poor? This enquiry question is studied through one case study of an LIDC to answer sub-questions a, b and c.		
a. How has an LIDC developed so far?	<ul style="list-style-type: none"> Overview of the economic development of an LIDC, including influences of population, society, technology and politics, particularly in the past 50 years, or post-independence. 	N
	<ul style="list-style-type: none"> Explore whether Rostow's model can help determine the country's path of economic development. 	N
	<ul style="list-style-type: none"> The extent to which the relevant Millennium Development Goals have been achieved for this LIDC. 	N
	<ul style="list-style-type: none"> Investigate how the LIDC's wider political, social and environmental context has affected its development. 	G, R, N
b. What global connections influence its development?	<ul style="list-style-type: none"> The country's international trade, such as potential reliance on a single, or few, commodities and how this influences development. 	G, N
	<ul style="list-style-type: none"> The benefits and problems of trade and Trans National Company (TNC) investment for development. 	G, N
	<ul style="list-style-type: none"> The advantages and disadvantages of international aid or debt relief for its development. 	G, N
c. What development strategy is most appropriate?	<ul style="list-style-type: none"> Compare the advantages and disadvantages of one top-down and one bottom-up strategy in the country. 	N, L

Topic 4 – Changing Climate

2.1. What evidence is there to suggest climate change is a natural process?		Scale
a. What evidence is there for climate change?	• The pattern of climate change from the beginning of the Quaternary period to the present day.	G
	• The range and reliability of evidence relating to climate change including evidence from sea ice positions, ice cores, global temperature data, paintings and diaries.	G, R, N, L
b. Is climate change a natural process?	• Outline the causes of natural climate change including the theories of sun spots, volcanic eruptions and Milankovitch cycles.	G
	• Investigate the natural greenhouse effect and the impacts that humans have on the atmosphere, including the enhanced greenhouse effect.	G
c. Why is climate change a global issue?	• Explore a range of social, economic and environmental impacts of climate change worldwide such as those resulting from sea level rise and extreme weather events. The impacts studied should relate to the 21st century.	G, N, L
	• Explore a range of social, economic and environmental impacts of climate change within the UK such as the impact on weather patterns, seasonal changes and changes in industry. The impacts studied should relate to the 21st century.	N, L, F

History

One 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.

You have all finished this topic in class now so it is important to do some revision to remind yourself.

Topic	Subtopics
Crime and punishment in Britain, c1000–present.	<p>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.</p> <p>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’.</p> <p>c1700–c1900: Crime and punishment in eighteenth- and</p>

	<p>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.).</p> <p>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.</p>
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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 <u>why</u> it was that way or <u>when</u> 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	<p>'STATEMENT' How far do you agree with the statement? (16 marks +4 SPaG)</p> <p>(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).</p>	<p>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.</p> <p>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.</p> <p>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!</p>

You will also do some questions on the **Richard and John** topic. This topic is much more focused so you need to know a few more specifics. The key thing is to have examples of things to point to- you never need to know everything, just examples of different things that you can refer to. Take opportunities to show what you know and be as specific as you can be.

Topic	Subtopics
Richard and John (1189-1216).	<p>Life and government in England, 1189–1216</p> <p>The Feudal system and how England was run, the rights and duties of people including the king, Richard's character and his actions as king, John's character and his actions as king, especially how both became the king.</p> <p>Peasant and town life and the differences between the two, the lives of minorities (especially the Jews) in England at the time.</p> <p>Involvements overseas, 1189-1204</p> <p>What a crusade is, why people went, why Richard decided to go, what happened on the way, during and on the way back from the 3rd Crusade (including Richard's capture and ransom), fighting in Normandy (including Chateau Gaillard- what it was and why it mattered) until Normandy was lost in 1204 and the impact of this.</p>

	<p>King John's downfall, 1205-1216</p> <p>John's argument with the Pope (including the Interdict and John's excommunication), John's problems with the barons (including his taxes and abuse of power), the rebellion of the barons and the Magna Carta, the invasion of Prince Louis, the end of John's reign and the problems of his succession (including William Marshall's role as Protector).</p>
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Again, 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
2	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 <u>why</u> it was that way or <u>when</u> that thing happened.
2	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.
2	'STATEMENT' How far do you agree with the statement? (16 marks) (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.
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There is **a lot** to cover here so **don't** try to do it all. Instead, pick some areas you're particularly unclear on and do specific revision of those. You can use your exercise books (if you come to collect them and don't lose them!) and there are also resources available on the internet, starting with the exam board website mentioned above.

If you need some specific help or ideas of where to start then speak to one of the History teachers and they can get you started. However, you **have** to put some work in yourself- those who did best on the first assessment were the ones who clearly put some revision in and worked hard.

Spanish

You will be sitting papers in Listening, Reading and Writing. There will be a variety of gap fill, multiple choice and open ended questions across all three papers. Don't leave any questions blank!

Topic	Content	Example Question
Theme 1	Identity and Culture	Tu amiga Veronica te pregunta sobre el deporte y tus planes para el fin de semana. Escribe una respuesta a Veronica Debes incluir los puntos siguientes <ul style="list-style-type: none"> - Que deportes haces y por que - Que deporte practicaste o viste recientemente - Por qué los deportistas son buenos modelos a seguir - Los planes que tienes para este fin de semana Escribe aproximadamente 80-90 palabras.
Theme 2	Local area holiday and travel	Estas de vacaciones en la montaña. Publicas esta foto en una red social para tus amigos. Describe la foto y da tu opinión sobre las vacaciones de invierno. Escribe aproximadamente 20-30 palabras.
Theme 3	School	Tu amiga Maya va a visitar tu colegio. Escríbele un correo electrónico. Debes incluir los siguientes puntos <ul style="list-style-type: none"> - Como es tu colegio - Que hiciste la semana pasada en una clase - Tus opiniones sobre las normas - Lo que vas a hacer en tu colegio durante su visita. Escribe aproximadamente 80-90 palabras
Theme 4	Future aspirations study and work	Quieres pasar el verano trabajando en España. Escribe un anuncio para una página web Debes incluir los siguientes puntos <ul style="list-style-type: none"> - Qué tipo de persona eres - Por qué quieres trabajar en España

Theme 5	International global dimension	<ul style="list-style-type: none"> - Lo que hiciste en tus prácticas laborales - Los planes que tienes para el futuro <p>Escribe aproximadamente 80-90 palabras.</p> <p>Tu profesora te ha pedido escribir un artículo para una revista.</p> <p>Debes incluir los puntos siguientes</p> <ul style="list-style-type: none"> - Como cuidas el medio ambiente - Tu opinión sobre cuál es el problema global más serio - Un evento solidario reciente en tu zona - Y tus planes para ayudar en el futuro <p>Escribe aproximadamente 80-90 palabras.</p>
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Topic	Content	Example Question
Theme 1	Identity and Culture	<p>Listen to the recording and put a cross in the three correct boxes</p> <p>When exactly does the festival take place?</p> <p>To prepare for the party on Saturday she will need to go to the _____?</p> <p>Espera vivir con su _____</p>
Theme 2	Local area holiday and travel	<p>Why is cycling in Fuerteventura recommended?</p> <p>What is the temperature like?</p> <p>Why avoid parking at the railway station?</p> <p>What is the hotel like?</p>
Theme 3	School	<p>What does Miguel like about school? Give two details</p> <p>What does María say about homework?</p> <p>Who finds languages difficult?</p>
Theme 4	Future aspirations study and work	<p>What did a university degree guarantee in the past?</p> <p>Summarise how the world of work has changed for young people</p>
Theme 5	International global dimension	<p>¿cuál es el Proyecto ideal? Escoge entre Río, Playa, Bosque o Ciudad</p> <p>Some students are talking about volunteering in Latin America. What do they do? Put a cross in the three correct boxes</p>

Science

You will be sitting three 1 hour and 10 minute papers across all three sciences for combined Science students and three 1 hour 45 minute papers for triple Science students. The papers will be made up mostly of questions ranging from 1 mark to 4 marks. There will be one 6-mark question per exam paper and the trick is (as simple as this sounds) to write something! DO NOT LEAVE THE SIX-MARK QUESTIONS BLANK 😊

There is a folder on the shared area called Y10 Science Revision, and you should pay particular attention to the Flash card PowerPoints.

A further more detailed list will be given to you in learning sessions.

Biology

Topic 1 – Key concepts in biology

Topic 2 – Cells and control

Topic 3 – Genetics

Topic 4 – Natural selection and genetic modification

Topic 5 – Health, disease and the development of medicines

Chemistry

Topic 1 – Key concepts in chemistry

Topic 2 – States of matter and mixtures

Topic 3 – Chemical changes

Topic 4 – Extracting metals and equilibria

Topic 5 – Separate chemistry 1*

Physics

Topic 1 – Key concepts of physics

Topic 2 – Motion and forces

Topic 3 – Conservation of energy

Topic 4 – Waves

Topic 5 – Light and the electromagnetic spectrum

Topic 6 – Radioactivity

Topic 7 – Astronomy*

* Only assessed for triple science students

Assessment overview

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions. Calculators may be used in the examination.

Art

During the GCSE Art and Design course students will undergo so many hours of independent study where they will continue to work on their coursework to help promote a personal response within their work. To help strengthen their grades students can attend the Art Coursework Catch up sessions to work alongside their Art tutor to help improve and/or finish their Coursework.

The Art department is will be open every Tuesday and Wednesdays for year 10 students.

Business

Exam 1 (Orange Book)

Topic	Content	Things to Remember
1.1 The role of business enterprise and entrepreneurship	<ul style="list-style-type: none"> • The purpose of business activity and enterprise • Characteristics of an entrepreneur • The concept of risk and reward 	<input type="checkbox"/> spotting an opportunity, developing an idea for a business, satisfying the needs of customers <input type="checkbox"/> creativity, risk taking, determination, confidence
1.2 Business planning	<ul style="list-style-type: none"> • The purpose of planning business activity • The role, importance and usefulness of a business plan 	<input type="checkbox"/> reducing risk, helping a business to succeed <input type="checkbox"/> identifying markets, help with obtaining finance, identifying resources a business needs to operate, achieving business aims and objectives
1.3 Business ownership	<ul style="list-style-type: none"> • The features of different types of business ownership • The concept of limited liability • The suitability of differing types of ownership in different business contexts 	<ul style="list-style-type: none"> • sole traders, partnerships, private and public limited Companies • start-ups and established businesses
1.4 Business aims and objectives	<ul style="list-style-type: none"> • The aims and objectives of business • How and why objectives might change as businesses evolve 	<ul style="list-style-type: none"> • profit, survival, growth, providing a service, market share

	<ul style="list-style-type: none"> • Why different businesses may have different objectives 	
1.5 Stakeholders in business	<ul style="list-style-type: none"> • The roles and objectives of internal and external stakeholder groups • The effect business activity has on stakeholders • The effect stakeholders have on business 	<ul style="list-style-type: none"> • owners, employees, customers, suppliers, government, local community
1.6 Business growth	<ul style="list-style-type: none"> • Organic growth • External growth 	<ul style="list-style-type: none"> • increasing output, gaining new customers, developing new products, increasing market share • mergers, takeovers - including horizontal, vertical, diversification
2.1 The role of marketing	<ul style="list-style-type: none"> • The purpose of marketing within business 	<ul style="list-style-type: none"> • the importance to a business of identifying and understanding its customers, informing customers, increasing sales
2.2 Market research	<ul style="list-style-type: none"> • The purpose of market research • Primary research methods • Secondary research sources • How appropriate different methods and sources of market research are for different business purposes • The use and interpretation of qualitative and quantitative data in market research 	<ul style="list-style-type: none"> • identifying and understanding customer needs • questionnaires, interviews, trialling, focus groups • newspapers and magazines, census, websites, internal data

2.3 Market segmentation	<ul style="list-style-type: none"> • The use of segmentation to target customers 	<ul style="list-style-type: none"> • age, gender, income, location, lifestyle
2.4 The marketing mix	<ul style="list-style-type: none"> • The 'four Ps' of the marketing mix and their importance • Product - stages of the product life cycle • Pricing methods • Promotion - point of sale, advertising, distribution of products and services • How the four Ps of the marketing mix work together • The use of the marketing mix to inform and implement business decisions • Interpretation of market data 	<ul style="list-style-type: none"> • price, product, place, promotion • design, invention, innovation • introduction, growth, maturity, decline • skimming, cost-plus, penetration, competitor, promotional • price reductions, loss leaders, competitions, free samples • social media, websites, print media, television, radio • digital and physical distribution channels • changes in demand, target market and market share, changes in product and effects of promotion

Exam 2 (Green Book)

4.1 Production processes	<ul style="list-style-type: none"> • Different production processes and their impact on businesses • The influence of technology on production and the impact on businesses 	<ul style="list-style-type: none"> <input type="checkbox"/> job, batch, flow <input type="checkbox"/> automation, computers and robotics
4.2 Quality of goods and services	<ul style="list-style-type: none"> • The concept of quality • Methods of ensuring quality 	<ul style="list-style-type: none"> <input type="checkbox"/> quality control, quality assurance

	<ul style="list-style-type: none"> • The importance of quality in both the production of goods and the provision of services 	<input type="checkbox"/> reputation of the business, to gain and retain customers, reduce product returns and recalls
4.3 The sales process and customer service	<ul style="list-style-type: none"> • Methods of selling • The influence of e-commerce on business activity • The importance to a business of good customer service including after-sales service • The contribution of product knowledge and customer engagement to good customer service 	<input type="checkbox"/> e-commerce, face to face, telesales <input type="checkbox"/> to gain and retain customers
4.4 Consumer law	<ul style="list-style-type: none"> • The impact of consumer law on businesses 	<input type="checkbox"/> reputation of the business, safety and satisfactory quality of goods
4.5 Business location	<ul style="list-style-type: none"> • Factors influencing business location 	<input type="checkbox"/> costs, the proximity to market, labour and materials
4.6 Working with suppliers	<ul style="list-style-type: none"> • The role of procurement • The impact of logistical and supply decisions on businesses 	<input type="checkbox"/> identifying goods and services to buy, choosing suppliers, ordering goods and services, receiving deliveries from suppliers <input type="checkbox"/> time, length of supply chain, reliability of supply, costs, customer service
5.1 The role of the finance function	<ul style="list-style-type: none"> • The purpose of the finance function • The influence of the finance function on business activity 	<input type="checkbox"/> provide financial information, support business planning and decision making
5.2 Sources of finance	<ul style="list-style-type: none"> • The reasons businesses need finance 	<input type="checkbox"/> establishing a new business, funding expansion, to run the business, recruitment, marketing

	<ul style="list-style-type: none"> • Ways of raising finance • How and why different sources of finance are suitable for new and established businesses 	<input type="checkbox"/> loan, overdraft, trade credit, retained profit, sale of assets, owners' capital, new partner, share issue, crowdfunding
5.3 Revenue, costs, profit and loss	<ul style="list-style-type: none"> • The concept of revenue, costs and profit and loss in business and their importance in business decision making • The different costs in operating a business • Calculation of costs and revenue • Calculation of profit/loss • Calculation and interpretation of profitability ratios • Calculation and interpretation of average rate of return 	<input type="checkbox"/> fixed, variable, total <input type="checkbox"/> gross profit, net profit <input type="checkbox"/> gross profit margin, net profit margin
5.4 Break-even	<ul style="list-style-type: none"> • The concept of break-even • Simple calculation of break-even quantity • The usefulness of break-even in business decision making 	<input type="checkbox"/> total costs = total revenue <input type="checkbox"/> informs marketing and planning decisions
5.5 Cash and cash flow	<ul style="list-style-type: none"> • The importance of cash to a business • The difference between cash and profit • The usefulness of cash flow forecasting to a business • Completion of cash flow forecasts 	<input type="checkbox"/> providing liquidity, enables business to meet short-term debts/expenses <input type="checkbox"/> planning tool, anticipates periods of cash shortage, enables remedies to be put in place for shortages, provides targets

Computer Science

1.1 Systems Architecture

- The purpose of the CPU
- Von Neumann architecture:
 - MAR (Memory Address Register)
 - MDR (Memory Data Register)
 - Program Counter
 - Accumulator
- Common CPU components and their function:
 - ALU (Arithmetic Logic Unit)
 - CU (Control Unit)
 - Cache

1.2 Memory

- The difference between RAM and ROM
- The need for virtual memory

1.3 Storage

- The need for secondary storage
- Common types of storage:
 - Optical
 - Magnetic
 - Solid state

1.4 Wired and Wireless Networks

- Types of networks:
 - LAN (Local Area Network)
- Factors that affect the performance of networks
- The different roles of computers in a client-server and a peer-to-peer network

1.6 System Security

- Forms of Attack
- Threats Posed to Networks:
- The Concept of SQL Injection

1.7 System Software

- Purpose and functionality
- Operating Systems
- Utility system software

2.1 Algorithms

- Computational Thinking:
 - Abstraction
 - Decomposition
 - Algorithmic Thinking
- How to Produce Algorithms using:
 - Pseudocode
- Interpret, Correct or Complete Algorithms

2.2 Programming Techniques

- The Use of Variables, Constants, Operators, Inputs, Outputs and Assignments
- The Use of the Three Basic Programming Constructs Used to Control the Flow of a Program:
 - Sequence
 - Selection
 - Iteration (count and condition controlled loops)
- How to use sub programs (functions and procedures) to produce structured code
- The use of data types:
 - Integer
 - Real
 - Boolean
 - Character and string
 - Casting

Useful websites

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

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

Music

A separate sheet is available from Mrs Mogelmoser for revision for your real exam in May.

PE

Topic	Content
Components of Fitness	POWER CRAB F,ME,MS,CVF,S,BC Fitness tests
Training Methods	Interval Continuous Fartlek Plyometric Weight Fitness Classes Circuit
Performance Enhancing Drugs	7 x Performance Enhancing Drugs, Benefits to performers and side effects
Injuries	Fractures, Joint Injuries, Soft Tissue Injuries Symptoms & Treatment Preventing Injuries
Muscular System	Labelling the muscles

	Muscular Contractions Antagonistic Pairs Types of Muscles
Skeletal System	Structure and Function Joints, Ligaments & tendons Types of movement
CV System	Structure Function Blood Vessels Components of Blood

- Use your folders to help you revise.
- Useful websites include; GCSE Bitesize, www.mypeexam.org
- Useful Youtube channels to subscribe to: The EverLearner, Planet PE.
- Kahoot codes below to help you revise

Kahoot Revision Codes GCSE PE

Open until

You need to download the Kahoot app on your phone/ipad to complete

Topic	Code
Components of Fitness	0765267
Cardiovascular System	0645831
Skeletal System 1	0773850
Muscular Contractions	0260114
Muscular System	04374
Drugs & Injuries	0141354
Methods of Training	0913428
Joints & Types of Movement	0960294

Year 10 Philosophy and Ethics

You will have 2 examinations, each 1 ½ hours long

Paper 1 will be the work you have done with Mr Hellyer, Paper 2 the work you have done with Mrs Clark

Paper 1

Religion and war	Just war Violence Terrorism
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Religion and war case studies	Gandhi Martin Luther King Nelson Mandela
Christian beliefs	Nature of God Different beliefs about creation Jesus and salvation
Christina practices	Worship – places How Christians worship Baptism Eucharist
Festivals	Christmas Easter

Paper 2

God and the Trimurti	Beliefs about Brahman Vishnu, Shiva and Brahma Symbols of these gods
Other deities	Symbols of Ganesha, Saraswati, Krishna, Durga
Worship	Mandir – what does it look like inside Shrines in the home Shrines in the Mandir How Hindus worship
Marriage	Christian and Hindu marriage ceremonies Vows made Why marriage is important Why people get married
Sexual relationships	Sex outside marriage Contraception Same sex relationships
The family	Why families are important Roles of Men and women in the family Castes (varnas)

Food

You have a copy of the AQA GCSE revision guide. Revision materials will focus on pages from this book and/or sections from the DYNAMIC LEARNING website.

DYNAMIC LEARNING website details

Web link - <https://my.dynamic-learning.co.uk/>

Use name – The same as your school login

Password – password

Centre ID - 16817

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 – 20 multiple choice questions

1. Food, nutrition and health

4 multiple choice questions – Revision guide pages 20 - 25

2. Food Safety

4 multiple choice questions – Revision guide pages 58 – 67

3. Food Science – Bread making

4 multiple choice questions – Revision guide page 14

4. Food provenance

4 multiple choice questions – Revision guide pages 96 – 97

5. Food choices

4 multiple choice questions – Revision guide pages 76 – 77

Section B – Long answer questions (80 marks available)

6. Diet, nutrition and health - Revision guide pages 20 - 31

7. Cooking food - Revision guide pages 40 - 47

8. Food provenance – Revision guide pages 94 -95 (Food waste) and 98 – 99 (Sustainability)

9. Understanding recipes - Revision guide page 30 -31 (Coronary heart disease)

10. Food preparation and safety - Revision guide page 48 (raising agents in choux pastry) and 47 (emulsification)

Dynamic Learning Website

A lesson called “Y10 June Assessment” has been allocated. This contains a range of quizzes to complete covering the topics on the assessment paper.

DT

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 – Core Technical principles

Questions 1 – 10 multiple choice

Questions 11 – 13 short answer

1. Electronic systems – Revision guide page 10
2. Forces - Revision guide page 60
3. Properties of metals - Revision guide page 66 – FOCUS - DT materials Data base (metals)
4. Production Methods - Revision guide page 62
5. Material properties – Natural or man-made - Revision guide page 60 – 70
6. Smart Materials - Revision guide page 72 – FOCUS – Smart, modern and composite materials – Smart Materials
7. Impact on society - Revision guide page 126
8. Properties of Plastics - Revision guide page 68 - DT materials Data base (plastics)
9. Levers - Revision guide page 48 – FOCUS – Focus on mechanisms
10. Properties of wood - Revision guide page 64 – FOCUS - DT materials Data base (wood)
11. Properties of natural fibres (textiles) - Revision guide page 70
12. Properties of paper and boards - Revision guide page 62
13. Production of energy - Revision guide page 46 – FOCUS - Energy use and the environment

Section B – Specialist technical principles

All long answer questions

14. Material stock forms (you choose a material) - Revision guide page 60 – 73 - FOCUS - DT materials Data base
15. Reinforcing materials - Revision guide page 80 – 81
16. Mass production process (you choose a product) – Revision guide page 92 - 103 – FOCUS – Focus on metals, Focus on plastics
17. Materials properties (You choose a product and material) - Revision guide page 60 – 73 - FOCUS - DT materials Data base
18. Impact on society - Revision guide page 122

Section C – Designing and making principles

All long answer questions.

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