

Richard Hale School



400 YEARS OF EXCELLENCE

DOCTRINA CVM VIRTUTE
FOUNDED 1617

Year 10

Exam Revision

2019

YEAR 10 EXAMINATIONS 23rd-30th April 2019

Day	Period 1 (9.10am)	Period 2 (10.10am)	Period 3 (11.30am)	Period 4 (12.30pm)	Period 5 (2.30pm)
Tuesday 23 rd April	English Language (1 hr 45)			French Reading (45/60 mins) German Reading (45/60 mins)	Physics (1 hr)
Wednesday 24 th April	Chemistry (1 hr)		French Listening (50 mins) German Listening (50 mins)		Maths (1 hr)
Thursday 25 th April	History (C) – 2 hrs French Writing – 60/75 mins Bus Studies (C) – 1 hr 45		German Writing – 60/75 mins D&T (D) – 1 hr 30 Engineering (C/D) – 1 hr 30		Biology (1 hr)
Friday 26 th April	Drama (B) – 1 hr 45 Computer Science – 1 hr 30 Bus Studies (B) – 1 hr 45 Music (B) – 1 hr 30		PE (A) – 1 hr 30 Food Tech (A) – 1 hr 30 History (A) – 2 hrs Engineering (A) – 1 hr 30		Geography (B & D) (1 hr)
Monday 29 th April	History (A & C) (1 hr)		English Literature (1 hr 45)		Latin (1hr 30) *Start at 2pm
Tuesday 30 th April	Art (Art Block)		Art (Art Block)		

Conduct in Examinations

Before the exam

- Morning registration is in form rooms. You should be ready to go into the Main Hall or Conference Room by 8.55am.
- Afternoon registration is outside the Main Hall or in the Conference Room. Please arrive by 2.15pm.
- All exams (except Music, MFL Listening, Art) will take place in the Main Hall unless pupils have been informed otherwise by Mrs James.
- Line up quietly at the bottom of the steps outside the Main Hall or at the bottom of the stairs by the Headteacher's office if you are in the Conference Room.
- Full school uniform is required to be worn to all examinations.
- Do not take any bags into the exam hall – leave them in your locker if possible.

- Do NOT take a mobile phone, smart watch or any electronic device into the exam hall – leave it in your locker.
- Do not take food of any kind into the exam hall.
- Go to normal lessons when you do not have an examination.
- If you have any questions or problems, please see your form tutor, subject teacher or Head of Year.

Conduct in Examinations

During the exam – the following rules apply to all school AND public examinations

- There should be no communication at all in the exam room. Once seated, face forwards at all times.
- Empty your pockets/blazers of EVERYTHING and place in the clear plastic wallet provided, which will be collected by invigilators prior to the start of the exam.
- Your wrist watch must be placed on your desk.
- Pens, pencils etc MUST be in a clear plastic pencil case.
- Use black ball point pen in all written exams.
- Calculators are not allowed in some exams – please ensure that you listen to the instructions.
- Water is allowed but only in a clear bottle with a non-spill top, all labels must be removed.
- The clear plastic wallets will be handed back by the invigilators at the end of the exam once all papers have been collected.
- Exam conditions remain until you have left the building.

Welcome!

This booklet is aimed at both students and parents, to help them prepare for and survive the Year 10 revision and examination period. The majority of exams take place in the first week of term, immediately after the Easter holidays. Looking on the positive side, you should at least have plenty of chocolate in the house to see you through revision sessions. If you have read this far, then that is a start – keep going.



This booklet contains the following:

- General revision advice – where, when and most importantly how to revise
- Examples of useful revision techniques
- A revision timetable you can copy and use
- A page of specific exam and revision information for every subject

This booklet is only available on the school website - go to “School Information”, then “Exam Preparation” on the left hand menu, followed by “Key Stage 4” and “Year 10 Exam Revision”.

“I’ve decided I ought to do some revision – what do I do next?”

1. Get the domestics right

Sort out where you are going to revise, making sure that you are away from distractions. Make sure you have revision materials to hand: revision guides, A4 paper, note cards, highlighter pens, post-its. If not, go out and buy them, but don’t take half a day over it.

2. Find out what you need to revise

The last thing you want to do is spend time revising material that isn’t going to be in the exam. Check in the pages at the back of this booklet that you know what is coming up in the exam. Your teacher should also have told you what to revise. Make sure that you have class notes on all the relevant topics. If not, get them from a friend or ask your teacher.

3. Draw up a revision timetable

They might not work for everyone, but in general, if you have a routine and can stick to it, revision is easier. See the section on revision timetable planning.

4. Start.

Go on....get on with it. No more excuses



5. Review what you're doing

Always ask yourself: Was that a useful session? What have I improved in? Was it good use of time? What notes have I got to show for it? Do my notes make sense a) to me and b) to others?. If someone else can't understand them, then the topic probably isn't very clear in your own head.

"I'm doing the revision but I just can't remember the stuff!"

Revision techniques

We all learn differently and over years 7-9 you should have started to become aware of how you learn best. You will have done work on learning styles and Multiple Intelligences and might have a good idea of what works for you. The most important thing is variety – try several of the techniques below:

- **NOTE-TAKING** (*summarising or condensing material, neat, colour-coded and 'key words' underlined*)
 - makes you concentrate
 - helps understanding because you rewrite them in your 'own words'
 - helps to link topics
 - gives visual presentation
 - helps to keep you on task
 - helps you remember
 - makes revision less daunting, as there seems to be 'less' to revise
 - can be recorded on **REVISION CARDS** (*see below for examples*)
- **KEYWORDS** (*often unlock memory; can be done on computer*)
- **MNEMONICS** (*abbreviations for key words; will increase long term memory*)
- **SPEAKING OUT ALOUD** (*talking to yourself; pretend you are teaching the lesson*)
- **RECORDING** (*using an MP3*)
- **SPIDER DIAGRAMS**
- **MIND MAPS** (*see examples later from website*)
- **WEB-BASED REVISION** (*see subject pages later on for useful websites*)
- **PAST PAPER QUESTIONS** (*lots of these on the CRC via the RHS website. Also, exam boards have past paper questions and mark schemes on the websites. Google AQA, OCR or Edexcel*)



Revision Cards

Revision cards are a very useful way of revising and recording key points from each sub-topic within each subject. This means you can revise from brief notes rather than files, exercise books or text books. If these are in place now then they will be ready for you in Year 11.

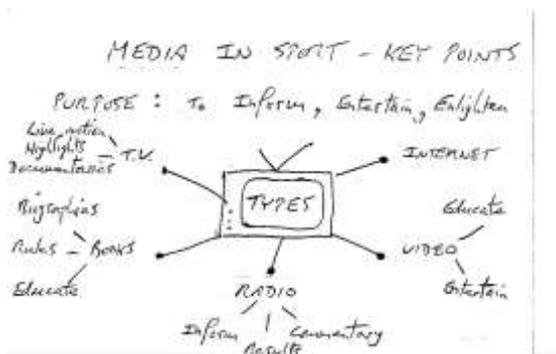
Suggestions for use:

Postcard size revision cards with a margin at the top (different colours per subject)

2 – 5 cards with bullet point information or drawings for each topic

2 – 3 cards with exam questions and answers.

Below are some examples based on the media in sport.



Design your card to suit your style of learning. Eg Visual

Different colour cards for different subjects or topics.

EFFECTS OF MEDIA COVERAGE

GOOD	BAD	UGLY
<ul style="list-style-type: none"> • Promotes new sports • Informs of good • Generates finance • Creates feedback for participants • Role models 	<ul style="list-style-type: none"> • Pressure on officials • Sports may decline if coverage is low • Reduces attendance • Schedules dictated by T.V. 	<ul style="list-style-type: none"> • Publicises poor behaviour • Create a win at all cost attitude

MEDIA IN SPORT EXAM QUESTIONS

1. +VE EFFECTS OF MEDIA ON ATTENDANCE
 - May increase interest for people to elite performers or world champions.
 - Role models seen on TV - may increase participation, therefore higher membership
2. UNDERSTANDING PERFORMANCE
 - Playas starts to identify a fault - video
 - Health + fitness - heart rate monitor

Get a friend or member of the family to test you using past paper questions and answers.

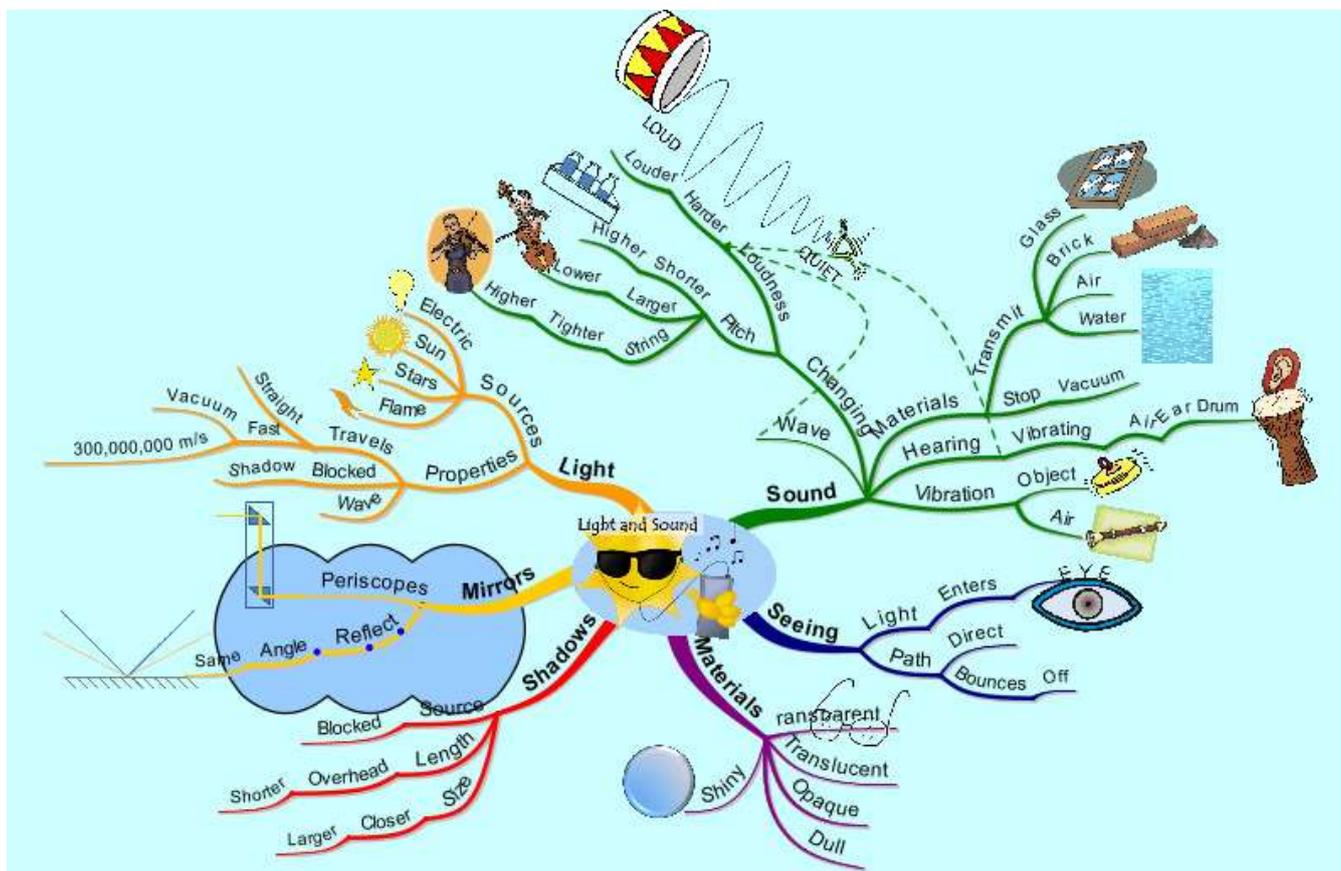
“He just sits in front of the computer. I don’t know if he’s doing any revision” (One for the parents)

Bitesize, and other revision sites can be really useful, but also have their dangers. Is the stuff you are learning relevant to your own Year 10 exam at RHS? Is it at the right level, Foundation or Higher? Will your own exam questions be in the same format? Does it help you remember information?

DON'T FOOL YOURSELF – use the computer as part of your revision, but don't sit in front of it all evening and pretend you're revising

Mind maps

Below is a reminder of the elements you need in a successful mind map. If it works for you, use it. The mind map software is available for use in school. There is more extensive advice on how to construct a mind map in the Year 8 revision booklet on the School website.



Revision Timetable

Tips for success

- Between now and the end of term, your revision timetable will probably be based on your homework timetable, as homework will still be being set.
- Use your homework timetable as a basis for completing this revision timetable, but fit in an extra half hour per subject per evening specifically for revision, starting now
- Timetables must be realistic and workable – if you aren't keeping to it, ask yourself why and change it
- Write breaks and rewards in to your timetable. Research shows that your concentration decreases after 45 minutes. Just getting up and going to make a drink can be a useful break
- Start by filling in the activities you already have planned eg, football or rugby training and build some revision time around these
- Don't forget to eat (!)
- Study different subjects on the same day.
- The timetable for the weekend doesn't mean 12 hours of revision each day....plan your activities and try to fit in 2 or 3 hours on Sat and Sun – this will increase over Easter
- Start gradually and build up the number of hours – you cannot work at 100% from now until the exams
- Make sure you have something concrete to show for each revision session – notes, cards, exam exercises, mind maps etc. Looking at Bitesize for an hour is not effective revision.
- You will need a separate revision timetable for the Easter holidays
- Get a good night's sleep, as this improves mental awareness.



Stick to your timetable – it really does work!

Week 1	Mon	Tues	Wed	Thurs	Fri
4.00					
4.30					
5.00					
5.30					
6.00					
6.30					
7.00					
7.30					
8.00					
8.30					
9.00					
9.30					

Sat	Sun	
		9.00
		10.00
		11.00
		12.00
		1.00
		2.00
		3.00
		4.00
		5.00
		6.00
		7.00
		8.00

Copy this sheet as many times as you need. If it isn't working, tear it up and do a new one. Make it realistic, make it work.

Year 10	ART
Exam content	The exam is designed to test observational drawing skills. The work produced will go towards the overall coursework grade, focussing on Assessment Objective 3 (AO3) - record ideas, observations and insights relevant to the project in visual forms.
Exam format	The exam will take place over a period of 4 hours. It will be a drawing exercise based around a still life composition. Students will be required to produce observational drawings based on the objects in front of them.
Levels of entry	There is only one level of entry which is common to all students.
Revision advice	<ul style="list-style-type: none"> ▪ Revision in Art takes on a different format to academic subjects but still needs to be included in a revision timetable like other option subjects. ▪ Homework will be based around the tasks students will need to do in the exam. Focus should be on observational drawing from primary source imagery, and learning to choose good compositions.
Revision resources / useful websites	<p>Students should be visiting a range of museums and galleries on a regular basis to further their understanding of the way artists and different cultures have created still life drawings throughout history. Useful websites include:</p> <ul style="list-style-type: none"> ▪ www.artchive.com ▪ www.britishmuseum.org ▪ www.artcyclopedia.com

Year 10	BIOLOGY
Exam content	<p>The content for the Biology Year 10 exam:</p> <p>Biogenetics - Photosynthesis and respiration Infection and response</p> <p>This content has been covered in year 10</p> <p>Plus from year 9:</p> <p>Enzymes Microscopy and Transport in and out of cells Aseptic Techniques (overlap with Infection and Response)</p> <p>A full copy of the syllabus can be downloaded from the AQA website http://web.aqa.org.uk or found on your google classroom</p>
Exam format	<p>One 60-minute paper, with short answer questions and extended paragraphs. There will be recall questions, and data response questions based on graphs and tables. Practical skills and techniques related to the required practicals will also be examined.</p>
Levels of entry	Higher and Foundation
Revision advice	<ul style="list-style-type: none"> ▪ Read the syllabus carefully and check out google classroom for reviews that are detailed but easy to follow. ▪ Refer to your CGP revision guide, provided by the school. Pages 12 – 13, 17 – 18, 20 -22, 28 – 31, 46 - 64 ▪ Learn the key words that regularly occur as parts of questions, like ‘explain’, ‘describe’ and ‘evaluate’. ▪ Be sure to check how many marks are available before you start to write each answer. Make one point to match each available mark. ▪ Make a few notes in a method that suits you to act as memory aids – if it isn’t active, it isn’t revision! ▪ Concentrate on the topics, or techniques, you found most difficult ▪ After revising a topic revisit the tests you have taken during the year. ▪ Check you have answered the question that was asked. Correct any incorrect answers. ▪ Try making up further questions. Check your answers with your revision guides ▪ Participate actively in class revision sessions ▪ Ask any Biology teacher! Remember if it is bothering you, it isn’t silly and it’s what we’re here for – it doesn’t have to be your own teacher, we’re all here to help you do the best you can.
Revision resources / useful websites	<ul style="list-style-type: none"> ▪ Google classroom for summarised syllabus and revision use ▪ BBC Bitesize, but don’t spend too much time playing games! ▪ Gojimo app ▪ The CGP revision book

Year 10	BUSINESS AQA Syllabus 4133
Exam content	<p>The course followed at KS4 is the AQA Business Studies GCSE Syllabus 8132. In year 10 students sit an internal examination based on the year 10 topics, these are:</p> <ul style="list-style-type: none"> - Business in the real world - Influences on business - Business Operations - Human Resources
Exam format	<p>Paper 1 Written Paper (1 hour 45 minutes) 90 marks</p> <p>3 sections: Section A • multiple choice and short answer questions • 20 marks. Section B • one case study, including data • approximately 35 marks. Section B • one case study, including data • approximately 35 marks.</p>
Levels of entry	There is only one level of entry.
Revision advice	<p>The new specification has changed the ethos of the GCSE Business qualification, there is an increased focus on business acumen and the commercial point of view. With each topic area being covered in more detail we recommend that students spend an equal amount of time revising theory, applying theory to a range of business concepts and analysing / evaluating business data. Near to the time of the examination, students will be provided with some revision resources in order to do this.</p> <p>Students should ensure their written work is clear and of high quality. In addition, they should ensure that they are familiar with the contents of the CGP Revision Guide (these are available to use in class and can be purchased). It is written specifically to cover this syllabus.</p> <p>Homework tasks will usually require the student to demonstrate examination skills and / or research skills, with focus being put on skills of application, analysis and evaluation.</p>

Year 10	CHEMISTRY
Exam content	<p>The internal science exams in 2019 will include questions from the following topics:</p> <p>4.3 Quantitative Chemistry 4.4 Chemical Changes 4.5 Energy Changes 4.6 The rate and extent of Chemical change</p> <p>A full copy of the syllabus can be downloaded from the examining board's web site.</p>
Exam format	There will be one 60 minute paper, which is worth 57 marks
Levels of entry	Students in all chemistry groups will sit the same paper, which comprises of both foundation and higher questions.
Revision advice	<ul style="list-style-type: none"> ▪ Start by reading through the syllabus and underline areas you are unsure of. Concentrate on those sections. ▪ Use your CGP revision book. Don't just read it, make revision cards, lists or spider diagrams. ▪ Decide what you think are the hardest areas and make up questions you think the examiner may ask. Check your answers with the revision guide. ▪ Use your exercise book and end of topic tests.
Revision resources / useful websites	<p>The best resources for revision are:</p> <ol style="list-style-type: none"> 1. The exam syllabus, see above. 2. Your exercise books with class notes in them. 3. Any revision aids you have made throughout the course as you prepared for your end of unit tests' 4. The CGP revision book, which was issued to students in year 9. 5. GCSEPod

Year 10	DRAMA
Written Exam content	Drama (worth 40% of the final grade)
Exam format	Section A – Theatre Roles and Terminology Section B – Study of a set play – Blood Brothers Section C – Live Theatre Production seen – Billy Elliot
Entry	One level only
Revision advice	<ul style="list-style-type: none"> ▪ Revise from revision materials on the Year 10 GOOGLE CLASSROOM ▪ Write plans for practice questions ▪ Go through your Drama folder/book to revise ▪ Read mark schemes and specification https://www.aqa.org.uk/subjects/drama/gcse/drama-8261 ▪ Make sure you understand the social / historical importance of the play Blood Brothers by Willy Russell and Billy Elliot by Lee Hall ▪ Watch extracts from Blood Brothers and Billy Elliot on YouTube ▪ Watch as much live theatre as possible
Revision resources useful websites	https://www.youtube.com/watch?v=K-81K7aIKlg www.aqa.org GCSE Bitesize Blood Brothers play guide for AQA GCSE Drama – Amazon

Year 10	ENGINEERING
Exam content	<ul style="list-style-type: none"> • Multiple choice questions assessing breadth of knowledge. • Short answer questions assessing in depth knowledge, including calculations. • Multiple choice questions related to the application of practical engineering skills. • Extended response questions drawing together elements of the specification.
Exam format	The exam will be 1 ½ hours. Answer all questions.
Levels of entry	Single tier paper - all GCSE Engineering students will be taking the same paper.
Revision advice	<p>Revise the following topics:</p> <p>Electrical and Electronic</p> <ul style="list-style-type: none"> • Power supplies (battery/mains) • Input/output devices, Resistors, Capacitors, transistors, 555 timers, logic gates • Ohm's Law <p>Aerodynamics</p> <ul style="list-style-type: none"> • Lift, drag, thrust <p>Young's Modulus</p> <ul style="list-style-type: none"> • Load/extension graph • Stress/strain graph • Calculate young's modulus <p>Mechanisms</p> <ul style="list-style-type: none"> • Pulley, gears <p>Materials</p> <ul style="list-style-type: none"> • Ferrous/non-ferrous/polymers/composites • Density (formula Mass = Density x Volume) <p>Casting</p> <ul style="list-style-type: none"> • Sand casting, pressure die casting <p>Joining & assembly</p> <ul style="list-style-type: none"> • Rivets, threaded fasteners, soldering, brazing, welding <p>Heat treatment</p> <ul style="list-style-type: none"> • Normalising, Annealing, Hardening, Quenching <p>Surface finishing</p> <ul style="list-style-type: none"> • Dip-coating, galvanising, electroplating, anodising, painting, polishing <p>Drawing</p> <ul style="list-style-type: none"> • 3rd Angle orthographic, section, isometric
Revision resources / useful websites	<ul style="list-style-type: none"> ▪ Google classroom ▪ Technology student www.technologystudent.com/ ▪ BBC bitesize www.bbc.com/education ▪ Materials www.matweb.com

Year 10	ENGLISH Language/ ENGLISH Literature
Exam content	<p>English Language Paper- Paper 1 (80 marks)</p> <p>Section A -answer four questions on a fiction source. (40 marks)</p> <p>Section B - a creative writing task. (40 marks)</p> <p>English Literature – Paper 1 (64 marks)</p> <p>Section A – Macbeth (30 marks) and SPaG (4 marks)</p> <p>Section B – A Christmas Carol (30 marks)</p>
Exam format	<p>English Language Paper 1 - 1 hour 45 minutes</p> <p>Section A - 1 hour Analyse a text by answering four questions</p> <p>Section B – 45 minutes Write creatively with an image as a prompt.</p> <p>English Literature Paper 1 – 1 hour 45 minutes</p> <p>Section A – 55 minutes Analyse and respond to an extract from ‘Macbeth’</p> <p>Section B – 50 minutes Analyse and respond to an extract from ‘A Christmas Carol’</p>
Levels of entry	All students will sit the same paper.
Revision advice	<p>Revising Language</p> <ul style="list-style-type: none"> ▪ Learn key words (technical jargon) ▪ Reading ▪ BBC Bitesize ▪ Practice in lessons – ask your teacher for practice material ▪ Use an image from a newspaper or magazine as the starting point for creative writing <p>Revising Literature</p> <ul style="list-style-type: none"> • Reread both texts • Practice responding to extracts • BBC Bitesize etc • Practice in lessons
Revision resources useful websites	AQA website - English Language and English Literature Materials given out in class

Year 10	GEOGRAPHY
Internal Exam content	<p>The paper will include questions covering a range of topics studied this year as part of the 'Living with the Physical Environment' element of the course:</p> <p><u>The Challenge of Natural Hazards</u></p> <ul style="list-style-type: none"> - Natural Hazards - Tectonic Hazards - Weather Hazards <p><u>The Living World:</u></p> <ul style="list-style-type: none"> - Climate Change - Ecosystems - Tropical Rainforests - Hot Deserts <p>Pupils must answer all questions which will draw upon all of these topics</p> <p>Higher mark questions will be based on case studies and examples where pupils will need to show place specific knowledge.</p>
Exam format	<p>Pupils are required to answer questions from all topics.</p> <p>The paper will be comprised of</p> <ul style="list-style-type: none"> - Shorter 1-4 mark questions which require short knowledge recall answers from the content studied, to; - Longer level marked questions worth between 4-9 mark questions which require analytical and evaluative responses. Students should read these questions carefully and figure out a structure before they start writing. - 9 mark questions have 3 additional marks available for SPAG (spelling, punctuation, grammar and specialist terminology). This will account for 5% of the overall marks available.
Levels of entry	<p>There is no longer the option to sit the Higher and Foundation tiers at Geography GCSE and there is now only one level of entry.</p>
Revision advice	<ul style="list-style-type: none"> ▪ Revise each of the key themes covered this year in depth. ▪ Learn the key words and phrases in each topic. ▪ Use the PEEL chain to fully answer questions ▪ Know the case studies that link each of the key theoretical areas. ▪ Know the impacts of human activity and how it interacts with the physical world. ▪ Use facts and figures to support answers ▪ Check your understanding of command words (Evaluate, Describe, Explain, Compare etc.) ▪ See a teacher if you do not understand a section of work. ▪ As this is a new specification, there are no past papers. However, specimen sample materials can be accessed using this hyperlink: ▪ http://www.aqa.org.uk/subjects/geography/gcse/geography-8035/assessment-resources ▪ A range of revision material can be found on the BBC Bitesize website: ▪ https://www.bbc.com/education/examspecs/zy3ptyc

Year 10	DESIGN AND TECHNOLOGY – GRAPHIC PRODUCTS (Paper and boards)/PRODUCT DESIGN (Timbers/Polymers)
Exam content	One 1 ½ hour paper based exam
Exam format	50% of the total marks 70 marks 1 ½ hours One paper with three sections: Section A - Core Principals - 10 marks for Section A Section B – Specialist Technical principles - 30 marks for Section B Section C – Designing and Making Principles - 30 marks for section C
Equipment	You must take colour pencils and drawing equipment e.g. sharp graphite pencils, pen, ruler, rubber, set square, sharpener and compass and/or circle template into the exam. No preparation material may be taken into the exam.
Levels of entry	Your exam result represents 50% of the overall GCSE grade awarded.
Revision advice	Core Principals: Multiple choice.... Systems and control (input-processes-outputs), Range of Forces, Materials – Timbers, polymers, cardboard, built in obsolescence, Smart Materials, Anthropometrics and ergonomics and Mathematics in technology Specialist Technical Principles: Choose ONE specialist technical principle: Paper and Boards answer all question related to this material area including products Designing and Making Principles: Client needs Product aesthetics Anthropometrics and Ergonomics Orthographic drawing Tessellation Revise the areas identified in your extended ideas web. Use the websites below and remember to test your knowledge.
Revision resources / useful websites	www.technologystudent.com go to the Graphics section then scroll down to the Exam section to find this year’s exam topic. Also look at other sections covered by the spider diagram. http://www.bbc.co.uk/schools/gcsebitesize/design/ BBC Bitesize D&T Revision Link. Lots of information. http://www.designandtech.com/ full of information on all aspects of Design and Technology. Click link to graphics section. http://design-technology.info/revisionguides/graphics-revision/default.htm A useful list of the things you need to know about. Best to purchase – GCSE Design and technology Revision Guide (example on Google classroom) Daydream education www.daydreameducation.co.uk ISBN 978-1-906248-52-9

Year 10	HISTORY
Exam content	<p>The content of the exam will be based around the following key questions:</p> <p>Paper One (1 hour):</p> <p>Part One- Conflict and Tension 1918-1939</p> <ul style="list-style-type: none"> • How and why was peace made in 1919? (Treaty of Versailles) • To what extent was the League of Nations a failure? • How far could it be argued that the policy of Appeasement was a failure? <p>Paper Two (2 hours):</p> <p>Power and the People 1170-2000</p> <ul style="list-style-type: none"> • Challenging Medieval authority (Magna Carta/Simon de Montfort/Peasants' Revolt). • Challenging royal authority (Civil War/Cromwell/American Revolution). • Reform and reformers (Extension of the franchise/Protest and change/Workers movements). • Equality and rights (Women's rights/Workers' rights/Minority rights). <p>Elizabethan England</p> <ul style="list-style-type: none"> • Elizabethan government • The Golden Age • Exploration • Religion • Rebellions
Exam Format	<p>There are two papers.</p> <p>Paper 1 (part one) is divided up into 4 questions.</p> <p>Paper 2 is divided up into two lots of 4 questions which could be from any part of the study.</p>
Levels of entry	<ul style="list-style-type: none"> ▪ All candidates have the possibility of achieving from 9 to 1.
Revision Advice	<ul style="list-style-type: none"> • Access the revision pack through google classroom. You will find a wealth of revision activities, past paper questions, mark schemes and examiners reports to support your study. ▪ Prepare a revision diary and tick off each key area you have confidently revised. ▪ Create timelines to make sure you are clear on the order of events. ▪ Visit the audio-revision section on GCSE Bitesize to hear the arguments. ▪ Create revision cards on each mini-topic . ▪ Listen to Mr Allsop's exam skills podcast to brush up on your source technique. ▪ Create mind-maps to show how causes link together. ▪ Practise key techniques you have learned such as the PEE chain, and the 3 C's (Context, Content and Comment)
Revision resources useful websites	<p>www.schoolhistory.co.uk</p> <p>www.historylearningzone.co.uk</p> <p>www.bbc.co.uk/schools/gcsebitesize/history/</p> <p>www.spartacus.schoolnet.co.uk</p> <p>www.johndclare.net</p>

Year 10	MATHEMATICS
Exam content	<p>Specific topics can be found on individual Google Classroom pages</p> <p>In summary:</p> <p>Early entry students: GCSE</p> <p>Sets 1-2: GCSE content, grades 7-4.</p> <p>Sets 3-4 GCSE content, grades 6-3.</p> <p>Sets 5-6: GCSE content, grades 5-2.</p>
Exam format	<p>All other sets will sit a 1-hour calculator paper.</p> <p>The students must provide their own resources: calculator, pen, pencil, rubber, ruler, protractor and a pair of compasses.</p>
Levels of entry	<p>Sets 1-2: Higher GCSE.</p> <p>Sets 3-4: Higher GCSE.</p> <p>Sets 5-6: Foundation GCSE</p>
Revision advice	<ul style="list-style-type: none"> ▪ The list of revision topics is different for each set. Look on your Google Classroom page for the list for your set. ▪ Once you have the list of revision topics rank the topics in order of how good you are at them. ▪ Revise some of your better topics first just to build your confidence, then attack your weaker topics. ▪ Learn the basic concepts and techniques and then take time to practise several questions of that type. ▪ Move on to other topics and do the same, but make sure you go back to the original topics to make sure you haven't forgotten what to do. ▪ Remember the new emphasis on clear working with explanations for every stage of your calculating as well as a clear final answer.
Revision resources / useful websites	<p>These will be available at the start of Year 11, when we will purchase a bulk order and provide parents with the opportunity to buy through WisePay.</p> <p>Revision Guide (£2.50)</p> <p>Work Book (£2.50)</p> <p>www.mymaths.co.uk (get log-ins from Maths Teacher)</p> <p>www.corbettmaths.com</p> <p>www.drfrostmaths.com/</p> <p>www.mrbartonmaths.com</p>

Year 10	MFL												
Exam content	Students will be taking full past GCSE papers for the Reading, Writing and Listening exams. These will test all GCSE topics, including topics not yet covered in class. A full list of exam topics for Reading, Writing and Listening will be available on Google Classroom.												
Exam format	<table border="1"> <thead> <tr> <th><u>Exam</u></th> <th><u>Foundation</u></th> <th><u>Higher</u></th> </tr> </thead> <tbody> <tr> <td>Listening – in lesson time (see exam timetable)</td> <td>40 marks (35 mins)</td> <td>50 marks (45 mins)</td> </tr> <tr> <td>Reading – on exam timetable for rooms and times</td> <td>60 marks (45 minutes)</td> <td>60 marks (1 hour)</td> </tr> <tr> <td>Writing – on exam timetable in Main Hall</td> <td>50 Marks (1 hour) - 1 description of a picture, 2 pieces of writing (40 words and 90 words) and 5 sentences to translate.</td> <td>60 Marks (1 hour 15 mins) - 2 pieces of writing (90 words and 150 words) and one translation.</td> </tr> </tbody> </table> <p>There is further revision guidance on Google Classroom for the Writing exam.</p> <p>There will be a formal speaking exam at the end of the summer term and will not be included in the end of year exam grade.</p>	<u>Exam</u>	<u>Foundation</u>	<u>Higher</u>	Listening – in lesson time (see exam timetable)	40 marks (35 mins)	50 marks (45 mins)	Reading – on exam timetable for rooms and times	60 marks (45 minutes)	60 marks (1 hour)	Writing – on exam timetable in Main Hall	50 Marks (1 hour) - 1 description of a picture, 2 pieces of writing (40 words and 90 words) and 5 sentences to translate.	60 Marks (1 hour 15 mins) - 2 pieces of writing (90 words and 150 words) and one translation.
<u>Exam</u>	<u>Foundation</u>	<u>Higher</u>											
Listening – in lesson time (see exam timetable)	40 marks (35 mins)	50 marks (45 mins)											
Reading – on exam timetable for rooms and times	60 marks (45 minutes)	60 marks (1 hour)											
Writing – on exam timetable in Main Hall	50 Marks (1 hour) - 1 description of a picture, 2 pieces of writing (40 words and 90 words) and 5 sentences to translate.	60 Marks (1 hour 15 mins) - 2 pieces of writing (90 words and 150 words) and one translation.											
Levels of entry	There are no mixed tier entries. Students will be entered either at Foundation or Higher tier												
Revision advice	<ul style="list-style-type: none"> ▪ Revise grammar notes from the back of your textbook. All candidates should know present, past and future tenses. Higher candidates should also know the imperfect (French only) and conditional tenses. • Practise reading for detail and reading sections/passages for gist, using any texts from your textbook or websites like www.languagesonline.org.uk • Never leave a blank in the reading and listening exams – there is often more than one accepted answer. If in doubt have a guess. • Refer to the revision advice on Google Classroom – this contains vocabulary you need to revise and the writing tasks you need to be familiar with. 												
Revision resources / useful websites	<ul style="list-style-type: none"> • Access the full AQA past papers and complete a few to familiarise yourself with the format and nature of the questions. Mark schemes and UMS conversion charts are available for each paper. www.aqa.org.uk • Use the Exam Pro topic based reading and listening papers to complete and self-assess and grade. • Excellent sites including BBC Bitesize, languagesonline.org.uk and quizlet. ▪ On the “get work here” internal network drive there is a folder in the MFL section called “Revision Resources – Past Papers”. Copy the relevant language onto a USB to provide yourself with all of the CRC resources without the need to access from outside the school. 												

Year 10	MUSIC
Listening Exam content	<p>Area of Study 2: The Concerto through time (Baroque solo concerto, Baroque concerto grosso, Classical concerto, Romantic concerto)</p> <p>Area of Study 3: Rhythms of the world (African drumming, Calypso, Samba)</p> <p>Area of Study 4: Music for Film and Video Games</p> <p>Conventions of Pop: Rock 'n Roll, Pop Ballads</p> <p>There will be additional questions, not taken from areas of study, which will test students theoretical and appraisal skills as well as understanding of instruments and ensembles.</p>
Exam format	<p><u>Listening Exam</u></p> <p>You will need to recognise & describe features of the musical styles described in section 1 above. For each you will also need to know about the cultural context, important composers/artists, performance venues and purpose.</p> <p>Questions will also test your ability to recognise musical elements such as time signatures, instruments and voices, textures used, melodic structure, types of chords, and types of ensembles used</p> <p>You will also need to follow printed music, dictating pitch notation using treble clef by ear.</p> <p><u>Practical Portfolio</u></p> <p>You will submit the following work, selecting your best from across the whole of Y10 or submitting new recordings/scores:</p> <p>1x solo performance (can be accompanied)</p> <p>1x ensemble performance (where you play/sing a lead role)</p> <p>1x composition (in response to a brief set by student, linked to an area of study)</p>
Levels of entry	Common Entry – All students sit the same paper, no tiers.
Revision advice	<p>Make sure you memorise the key stylistic features of each genre of music, noticing the similarities and differences. It is vital you know and can recognize what these technical features sound like so you can identify them by ear. Ensure you can draw on a range of evidence when identifying the style and period of a piece, rather than relying on 1 or 2 key indicators, e.g. presence of a harpsichord in Baroque music.</p> <p>Practise describing the elements of music in ANY piece of music: melody, rhythm & metre, texture, harmony, structure, expression, instrumentation. Revise the key language for learning (in your folders), rather than using too many adjectives.</p> <p>Always practise listening for short periods. You will improve far more by repeating 10 – 20 minute sessions on separate occasions rather than completing hours at a time.</p>
Revision resources / useful websites	<p>Use youtube to find examples of music from each of the styles studied, or see the suggested listening list on your google classroom. Use the revision advice above to practise describing the features.</p> <p>Use your revision guides to supplement your class notes in your folder.</p> <p>If you do not play in a band/orchestra, ensure you know the differences in tone between instruments. This can be tricky. Attending a rehearsal at school to hear this in action can be a simple and enjoyable way to develop this skill.</p>

Year 10	PHYSICAL EDUCATION
Exam Content	<p>Commercialisation of sport</p> <p>understand the influence of the media on the commercialisation of physical activity and sport: ◦different types of media – social – internet – TV/visual – newspapers/magazines. • know the meaning of commercialisation, including sport, sponsorship and the media (the golden triangle): ◦positive and negative effects of the media on commercialisation ◦be able to apply practical examples to these issues.</p> <p>• understand the influence of sponsorship on the commercialisation of physical activity and sport : ◦positive and negative effects of sponsorship on commercialisation ◦be able to apply practical examples to the issue of sponsorship.</p> <p>Ethics in sport</p> <p>• know and understand: ◦the value of sportsmanship ◦the reasons for gamesmanship and deviance in sport. • be able to apply practical examples to these concepts.</p> <p>Drugs in sport</p> <p>• know and understand the reasons why sports performers use drugs • know the types of drugs and their effect on performance: ◦anabolic steroids ◦beta blockers ◦stimulants • give practical examples of the use of these drugs in sport. • know and understand the impact of drug use in sport: ◦on performers ◦on sport itself.</p> <p>Violence in sport</p> <p>• know and understand the reasons for player violence • give practical examples of violence in sport.</p> <p>Characteristics of skilful movement</p> <p>• know the definition of motor skills • understand and be able to apply examples of the characteristics of skilful movement: ◦efficiency ◦pre-determined ◦co-ordinated ◦fluent ◦aesthetic. Classification of skills • know continua used in the classification of skills, including: ◦simple to complex skills (difficulty continuum) ◦open to closed skills (environmental continuum) • be able to apply practical examples of skills for each continuum along with justification of their placement on both continua. Goal setting • understand and be able to apply examples of the use of goal setting: ◦for exercise/training adherence ◦to motivate performers ◦to improve and/or optimise performance • understand the SMART principle of goal setting with practical examples (Specific, Measurable, Achievable, Recorded, Timed) • be able to apply the SMART principle to improve and/or optimise performance.</p> <p>Mental preparation</p> <p>• know mental preparation techniques and be able to apply practical examples to their use: ◦imagery ◦mental rehearsal ◦selective attention ◦positive thinking.</p>

Types of guidance

- understand types of guidance, their advantages and disadvantages, and be able to apply practical examples to their use: ◦visual ◦verbal ◦manual ◦mechanical. Types of feedback
- understand types of feedback and be able to apply practical examples to their use: ◦intrinsic ◦extrinsic ◦knowledge of performance ◦knowledge of results ◦positive ◦negative.

Health, fitness and well-being

- know what is meant by health, fitness and well-being
- understand the different health benefits of physical activity and consequences of a sedentary lifestyle

physical:

injury
coronary heart disease (CHD)
blood pressure
bone density
obesity

Type 2 diabetes

posture –
fitness ◦

emotional:

– self-esteem/confidence – stress management – image

social:

- friendship – belonging to a group – loneliness
- be able to apply the above to different age groups
- be able to respond to data about health, fitness and well-being

Diet and nutrition

- know the definition of a balanced diet
- know the components of a balanced diet ◦carbohydrates ◦proteins ◦fats ◦minerals ◦vitamins ◦fibre ◦water and hydration
- understand the effect of diet and hydration on energy use in physical activity
- be able to apply practical activities

Physical activity and sport in the UK

- be familiar with current trends in participation in physical activity and sport: ◦using different sources (such as Sport England, National Governing Bodies (NGBs) and Department of Culture, Media and Sport (DCMS)) ◦of different social groups ◦in different physical activities and sports. Participation in physical activity and sport
 - understand how different factors can affect participation, including: ◦age ◦gender ◦ethnicity ◦religion/culture ◦family ◦education ◦time/work commitments ◦cost/disposable income ◦disability ◦opportunity/access ◦discrimination ◦environment/climate ◦media coverage ◦role models
 - understand strategies which can be used to improve participation: ◦promotion ◦provision ◦access
- be able to apply examples from physical activity/sport to participation issues.

Location of major bones

- know the name and location of the following bones in the human body: ◦cranium ◦vertebrae ◦ribs ◦sternum ◦clavicle ◦scapula ◦pelvis ◦humerus ◦ulna ◦radius ◦carpals ◦metacarpals ◦phalanges ◦femur ◦patella ◦tibia ◦fibula ◦tarsals ◦metatarsals. Functions of the skeleton
 - understand and be able to apply examples of how the skeleton provides or allows: ◦support ◦posture ◦protection ◦movement ◦blood cell production ◦storage of minerals.
- Types of synovial joint
- know the definition of a synovial joint
 - know the following hinge joints: ◦knee – articulating bones – femur, tibia ◦elbow – articulating bones – humerus, radius, ulna
 - know the following ball and socket joints: ◦shoulder – articulating bones – humerus, scapula ◦hip – articulating bones – pelvis, femur.

Types of movement at hinge joints and ball and socket joints

- know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport: ◦flexion ◦extension
- know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport: ◦flexion ◦extension ◦rotation ◦abduction ◦adduction ◦circumduction. Other components of joints
- know the roles of: ◦ligament ◦cartilage ◦tendons.

Location of major muscle groups

- know the name and location of the following muscle groups in the human body and be able to apply their use to examples from physical activity/sport: ◦deltoid ◦trapezius latissimus dorsi ◦pectorals ◦biceps ◦triceps ◦abdominals ◦quadriceps ◦hamstrings ◦gluteals ◦gastrocnemius. The roles of muscle in movement
- know the definitions and roles of the following and be able to apply them to examples from physical activity/sport: ◦agonist ◦antagonist ◦fixator – antagonistic muscle action.

Components of Fitness

Know the following definitions of principles of training and be able to apply them to personal exercise/training programmes: specificity, overload, progression, reversibility.

Know different types of training, definitions and examples of: continuous, fartlek, interval, circuit training, weight training, plyometrics, HIIT (High Intensity Interval Training)

Understand the key components of a warm up and be able to apply examples: pulse raising, mobility, stretching, dynamic movements, skill rehearsal.

Know the physical benefits of a warm up, including effects on: warming up muscles/preparing the body for physical activity, body temperature, heart rate, flexibility of muscles and joints, pliability of ligaments and tendons, blood flow and oxygen to muscles, the speed of muscle contraction.

Understand the key components of a cool down and be able to apply examples:
- low intensity exercise

	<p>- stretching.</p> <p>Know the physical benefits of a cool down, including: helps the body's transition back to a resting state, gradually lowers heart rate, gradually lowers temperature, circulates blood and oxygen, gradually reduces breathing rate, increases removal of waste products such as lactic acid, reduces the risk of muscle soreness and stiffness, aids recovery by stretching muscles.</p>
<p>Exam Format for final exam in Yr 11</p> <p>Yr 10 exam will be 90 minutes</p>	<p>Full Course: Applied anatomy and physiology</p> <p>Physical training Physical factors affecting performance (01) 60 marks 1 hour written paper 30% of total GCSE</p> <p>Socio-cultural influences</p> <p>Sports psychology Health, fitness and well-being Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper 30% of total GCSE</p> <p>Practical activity assessment /Analysing and Evaluating Performance (AEP) Performance in physical education (03) 80 marks non-exam assessment (NEA) 40% of total GCSE</p> <p>Multiple Choice Questions Short Answer Questions Longer answer questions of continuous prose</p>
Levels of Entry	One Level of Entry
Revision Advice	<ul style="list-style-type: none"> • Study handouts given in lessons as well as lesson notes. • Look at relevant chapters in OCR Physical Education textbook. • Make revision cards/mind maps on all major topic areas. • Past Papers from Google Drive and OCR website. • Lesson resources and revision materials available on Google Drive.
Revision Resources / Useful Websites	<ul style="list-style-type: none"> • Google Drive • www.MyPeExam.org • BBC Bitesize • OCR GCSE Textbook

Year 10	PHYSICS
Exam content	<p>The Year 10 exam will be from the first two sections of the paper 2 syllabus (issued in September).</p> <ul style="list-style-type: none"> 2.1.1 Resultant Forces 2.1.2 Forces and Motion 2.1.3 Forces and Braking 2.1.4 Forces and Terminal Velocity 2.1.5 Forces and Elasticity 2.2.1 Forces and Energy 2.2.2 Momentum 2.3.1 Static Electricity 2.3.2 Electrical Circuits 2.4.1 Household Electricity 2.4.2 Current, Charge and Power 2.5.1 Atomic Structure 2.5.2 Atom and Radiation 2.6.1 Nuclear Fission – Star Life Cycle 2.6.2 Nuclear Fusion <p>The references in the purple book are page 43 to 80. (The questions on page 57 and 80 would be a good test to check understanding.)</p>
Exam format	Triple students take a 60 minute written paper.
Levels of entry	R and H groups take Higher, S Foundation.
Revision advice	<ul style="list-style-type: none"> ▪ Read the syllabus carefully. It is very detailed and has everything that can appear on the paper. ▪ The CGP book has been written to the syllabus. The questions on page 57 and 80 map the book so that answers can be found in the text reasonably easily. ▪ All the equations have been practised during the year and all have at least one work sheet. ▪ Learn the equations which are unique to physics and bring a calculator. ▪ Make sure that you write a point per mark. ▪ Bring a black pen, pencil, ruler and calculator.
Revision resources / useful websites	<ul style="list-style-type: none"> ▪ The Physics CRC has past papers with answers as well as power points written to the syllabus. ▪ ISA/CAU support can also be found on the CRC. ▪ All sorts of websites offer support. The best are SAM learning, absorb physics and Bitesize. ▪ AQA has material on its website www.aqa.org.uk