

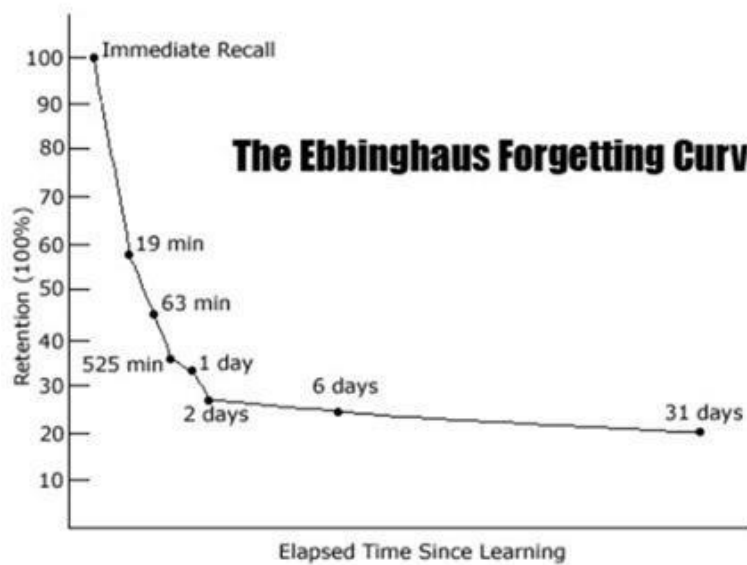


## Preparing for Year Ten exams – revision

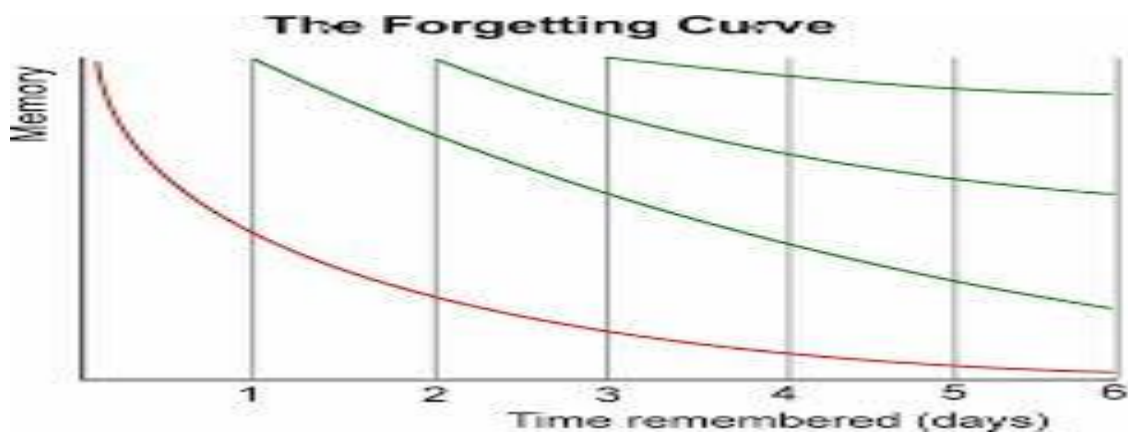
### Why revise? Forgetting and remembering

Scientific research shows how quickly we forget information, if we never go back and revisit it.

The graph below shows the outcomes of research done by Ebbinghaus, **which showed that only one day after learning something, we only remember just over 30% of it!**



However, Ebbinghaus also showed something important – how much more we remember, the more we re-visit something we have learned. Each of the lines on this graph represents one time of revising some knowledge; you can see that after revising something once, the rate of forgetting is much less. **The more we re-visit knowledge, the more we remember!**



## Ineffective strategies – try to avoid doing these

These strategies have been shown to be much less effective at helping students to remember information and recall it, than previously thought:

### 1. Highlighting:



Highlighting work has in the past been seen as a good thing to do, but in reality, often we find it hard to highlight the most useful parts and end up highlighting almost everything.

It also seems that highlighting might help us to remember individual bits of information but in reality can make it harder for us to put information together in the way we will need to for success in the majority of the exams.

### 2. Re-reading

We are drawn to ways of studying that feel good but are actually quite poor at helping us learn.

Re-reading notes, especially close to an exam (seen as cramming), can give the illusion that information is well retained, only for it to disappear very quickly.

Recognition and Recall are two different things: one generates a feeling of familiarity (“I know this!”) but doesn’t help with the second (“I have been able to remember this!”)

Tom Stafford – lecturer of Psychology at Sheffield University



## Instead, try these. Effective revision strategies

### 1. Quizzing / testing yourself

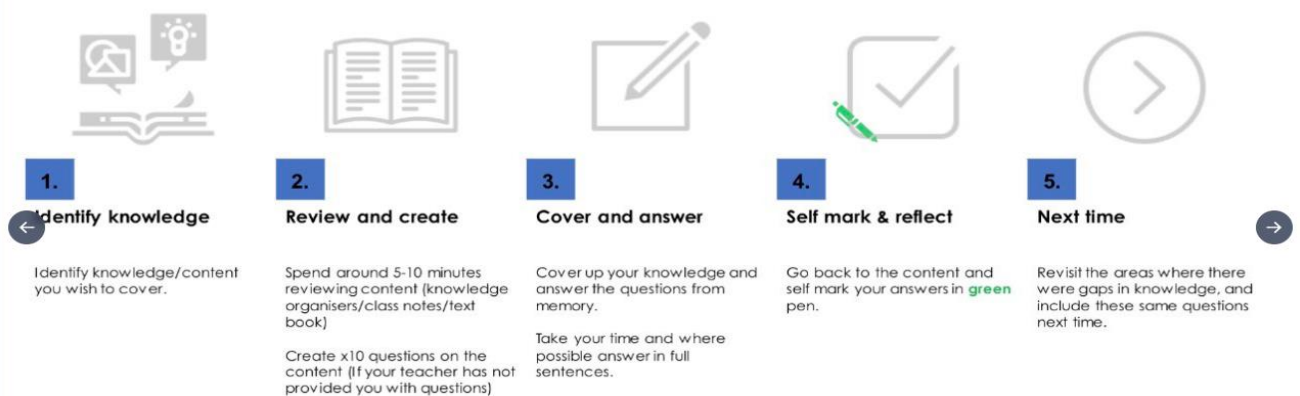
is one of the most effective strategies to improve exam performance. Anything that makes us work hard to get something out of our long-term memories helps us to recall something when we need to.



Quizzing can be any activity where you test yourself, for example:

- Making flashcards and using them to quiz
- Reading information and then answering some questions about it
- Card sorts
- Writing down '10 things I can remember about...'
- Talking for one minute on a topic from memory
- Multiple choice questions
- Using websites like Quizlet or Memrise

## Summary: Self Quizzing



Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.  
Practice makes perfect!

## 2. Using flashcards to help you to self-quiz






Research shows that using flashcards can help you to memorise facts quickly and permanently.

Anything that can be studied in a quick "question and answer" format can be turned into flashcards –short definitions, vocabulary, scientific symbols, key dates...etc.

### The best flashcards

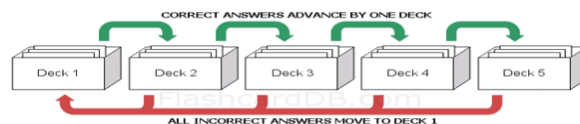
- Use card, so you can't see the answer through it
- Keep it as short as possible
- Write clearly. You should be able to read what you wrote at a very quick glance
- Have only one question and one answer / one term and one definition per card

## Summary: How to use flash cards

 <b>1.</b> <b>Identify knowledge</b> <p>What are you creating flash cards on? Do you have your knowledge organizer? Use your book to look at previous misconceptions from whole class feedback.</p>	 <b>2.</b> <b>Colour coding</b> <p>Use different coloured flash cards for different topics. This helps with organization NOT recall</p>	 <b>3.</b> <b>Designing</b> <p>1 Question per flashcard. Making them concise and clear. Use a one word prompt, so that you can recall as much as you can. No extended answer questions.</p>	 <b>4.</b> <b>Using</b> <p>Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge. Do not just copy &amp; re-read. Shuffle the cards each time you use them. Use the Leitner system to use flash cards everyday.</p>	 <b>5.</b> <b>Feedback</b> <p>How have you performed when you look back at your answers? Is there anything you need to revisit in more detail? Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.</p>
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Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

### Using them to their best effect:



### The Leitner System

Flashcards, which are new, are put into the first box or pile. This contains the flashcards which will be tested every day. Each day, flashcards that have been correctly answered are put into a second box / pile. Flashcards here will be tested every two days. Flashcards that are successfully answered in the second pile then move to the third one – these are only tested every third day...etc. Thus, the Leitner system can be summarized as follows:

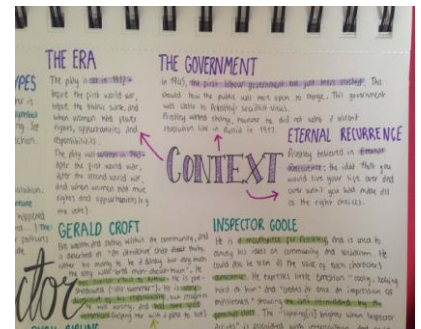
1. Correctly answered flashcards move into the next pile.
2. The larger the number of the pile, the more days will go by before you test yourself on these flashcards – because you have proved you know them better!

- Incorrectly answered flashcards are moved to the first pile and therefore will be tested every day – until you know them, and then you can move them.
- Watch the system in action at this link:

<https://www.youtube.com/watch?v=C20EvKtdJwQ>

### 3. Graphic Organisers / Mind Maps:

This is where you produce a **visual representation** of the information you are learning or trying to remember. This could be a mind map, or it could be a flow diagram or any other diagram that gets you to link different information together.



<p><b>Definition</b></p> <p>A whole number with exactly two divisors (factors)</p>	<p><b>Characteristics</b></p> <ul style="list-style-type: none"> <li>• 2 is the only even prime number</li> <li>• 0 and 1 are not prime</li> <li>• Every whole number can be written as a product of primes</li> </ul>
<p><b>Examples</b></p> <p>2, 3, 5, 7, 11, 13, 17, ...</p>	<p><b>Non-Examples</b></p> <p>1, 4, 6, 8, 9, 10, ...</p>



**What does it mean?**

Word:

Definition:

Part of speech:

- Noun
- Verb
- Adjective
- Adverb

Synonyms:

Antonyms:

Sentence:

## Summary: How to create a mind map

- 1. Identify knowledge**

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.
- 2. Identify sub topics**

Place the main topic in the centre of your page and identify sub topics that will branch off.
- 3. Branch off**

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.
- 4. Use images & colour**

Use images and colour to help topics stick into your memory.
- 5. Put it somewhere visible**

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

## **Subject-specific Revision Topic Lists**

**On the following pages, each of the subjects which has a summer exam has put together information about what you need to revise. Please use these to help you plan your revision timetable – planning in not just when you are going to revise each day, but specifically what topics from a particular subject you are going to focus on.**



### Supporting preparation for the Year 10 assessment:

Art/Textiles

**Exam board: AQA**

**Length of exam:** 5 hours (in lessons)

This time will be used to produce a sustained final piece which concludes the current coursework project. This will have been discussed in class under guidance of teacher

#### Week beginning 20<sup>th</sup> May

Planning for final piece – **refer to “Your GCSE Art/Textiles Journey” document**

Refer to 5 R’s to creating great work.

#### Week beginning 3rd June

Planning for final piece – **refer to “Your GCSE Art/Textiles Journey” document**

Mini critique where students can discuss/ present their final design idea to each other.

#### Week beginning 10<sup>th</sup> June

Final Outcome – Exam conditions - **refer to “Your GCSE Art Journey” document**

#### Week beginning 17<sup>th</sup> June

Final Outcome – Exam conditions - **refer to “Your GCSE Art Journey” document**

#### Week beginning 24th June

Evaluate Final Outcome and Launch of Personal Project for Year 11.

Refer to 5 R’s to creating great work.

#### Week beginning 1<sup>st</sup> July

Continue to explore Personal Project.

Refer to 5 R’s to creating great work.

## Week beginning 15<sup>th</sup> July

Present/ discussion of theme.

Refer to 5 R's to creating great work.

# GCSE ART Coursework content

**AO1** – Develop your initial ideas and thoughts for your theme

- Mindmap
- Find initial images that inspire you
- Write a proposal
- Find Artists that inspire you
- Research those Artists – Artist research page
- Look at the characteristics of those artist and work in their style

**AO3** – Record observations that help show/demonstrate your ideas for your theme visually

- Take photographs
- Find images (magazines, newspapers, google)
- Draw, draw, draw, add detail
- Draw from your photos (First hand source material)
- Draw from your found images (Second hand source material)
- Use different materials to draw with
- Sketches of ideas
- Annotate your work fully

**AO2** – Develop work by exploring ideas, selecting and experimenting with materials and techniques to help show a thorough investigation of your theme. Ensuring that your work shows refinement over time.

- Experiment with materials
- Experiment with colour
- Work in the style of your Artist/s
- Develop different compositions
- Refine your ideas
- Work with different materials
- Experiment with scale/size
- Vary your surface that you draw and paint on
- Collage images together to create different compositions

**AO4** – Present a personal and meaningful final outcome that realises the intentions and exploration of your theme

- Link your final ideas to your Artists
- Show characteristics of Artists within your work
- Produce small maquettes or mock ups of your final idea
- Document your thought process with annotation. Explain your choices.
- Produce a final outcome (approx. 15 hours)



### Y10 End of Year exam

Combined Biology	Combined Chemistry	Combined Physics
B1a Cells	C1 Atoms and the periodic table	P1 Energy resources and changes
B1b Transport in and out of cells	C2 Atomic structure and bonding	P2 Mains and DC electricity
B3 Infection and response	C3 Quantitative chemistry	P3 Particles
B2a Organisation (animals and plants)	C4 Chemical change	P4 Radioactivity
B2c Health		

- You will have 3 exams
- One each for Biology, chemistry and physics
- They will each be 1 hour and 15 mins
- They will cover all the topics listed above, including any required practicals you have completed.

#### Where can I find resources to revise?

Go to SharePoint.

The screenshot shows the SharePoint interface for Ringwood School. The page title is "Year 10" and it displays a list of files and folders. The list includes:

Name	Modified	Modified By	Topic	Key Stage	Year
Biology Glossaries	4 days ago	L White			
Chemistry Glossaries	4 days ago	L White			
past papers qn	A few seconds ago	L White			
Physics Glossaries	4 days ago	L White			
Y10 Biology revision pack	4 days ago	L White			
Y10 Chemistry revision pack	4 days ago	L White			
Y10 Physics revision pack	4 days ago	L White			
Y10 Required practicals	5 hours ago	L White			
Combined science specification.PDF	4 days ago	L White			
new command word.docx	4 hours ago	L White			
Periodic table.PDF	4 days ago	L White			
Physics equation sheet.PDF	4 days ago	L White			
Subject specific vocabulary.PDF	4 days ago	L White			
Y10 End of Year exam Revision list 2023.docx	4 days ago	L White			

#### You also have

- Your revision packs
- Glossaries in your book
- A revision guide (if bought)
- BBC bitesize
- Free videos on YouTube



**Subject: Business Studies**

**Exam board: AQA**

**Length of mock exam: 1 hr 45 mins**

**Useful websites: Seneca, BBC Bitesize**

**Format of exam: Paper-based. Mixture of MCQs, short answers, 6 markers, a 9 and 12 marker**

**Topics / skills to revise**

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b><u>3.1 Business in the real world</u></b>			
• Purpose of business			
• Reasons for starting a business			
• Types of business – sole traders, partnerships, LTD and PLCs			
• External influences on business (PESTLE)			
• Business aims and objectives			
• Methods of expanding a business – organic vs inorganic			
• Economies and diseconomies of scale			
<b><u>3.2 Influences on a Business</u></b>			
• Technology – e-commerce, m-commerce			
• Ethical considerations			
• Environmental considerations			
• Sustainability			
• Economic climate – interest rates, unemployment			
• Legislation – consumer, health and safety, employment law			
• Competitive environment – how businesses compete, risk and uncertainty			
<b><u>3.3 Business Operations</u></b>			
• Methods of production – Job and flow			
• Efficiency in production – lean production and JIT			
• Role of procurement – JIT and JIC			
• Factors affecting choice of suppliers			
• Supply chain management			
• Consequences of quality issues			
• Methods of maintaining quality – TQM			



**Subject:** Computer Science

**Exam board:** OCR

**Length of mock exam:** 1 hr 30 mins

**Useful websites:**

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>.1 Systems architecture</b> 1.1.1 Architecture of the CPU 1.1.2 CPU Performance 1.1.3 Embedded systems			
<b>1.2 Memory and storage</b> 1.2.1 Primary storage (Memory) 1.2.2 Secondary storage 1.2.3 Units 1.2.4 Data storage 1.2.5 Compression			
<b>1.4 Network security</b> 1.4.1 Threats to computer systems and networks 1.4.2 Identifying and preventing vulnerabilities			
<b>1.6 Ethical, legal, cultural and environmental impacts of digital technology</b> 1.6.1 Ethical, legal, cultural and environmental impact			
<b>2.1 Algorithms</b> 2.1.2 Designing, creating and refining algorithms 2.1.3 Searching and sorting algorithms			
<b>2.2 Programming fundamentals</b> 2.2.1 Programming fundamentals 2.2.2 Data types			
<b>2.4 Boolean logic</b> 2.4.1 Boolean logic			



**Subject: Design & Technology**

**Exam board: Pearson (Edexcel)**

**Length of mock exam: 2hrs**

**Useful websites:** [GCSE Design and Technology - Edexcel - BBC Bitesize](#) [www.technologystudent.com](http://www.technologystudent.com)

**Format of exam:**

- ✓ The mock exam will include 2 sections
- ✓ Section A will be focused upon core knowledge
- ✓ Section A will include 4 questions
- ✓ Section B will be focused upon your chosen material - *Timbers*
- ✓ Section B will include 4 questions
- ✓ Each question will include multiple parts
- ✓ You must answer *all* questions

**Topics / skills to revise**

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>Section A: Core Knowledge</b>			
Material Classifications & Properties – Timbers / Metals / Polymers / Textiles / Paper			
Drawing Techniques – Isometric / Nets			
Emerging Technologies – Reducing environmental impact / Impact on employees			
Identifying Electronic Components			
Flowcharts			
Using Design Strategies to Generate Ideas			
<i>Mathematics – Percentage / Division / Graphs &amp; Charts</i>			
<b>Section B: Timbers</b>			
Developing Designs from a Specification			
Evaluating Against a Specification			
Timber Properties – Sustainable / Natural / Engineered			
Joining Techniques			
Batch Production Processes			
Surface Finishes / Treatments			
Stock Sizes			
Evaluation of Social Footprint – Trend Forecasting / Impact of Logging / Recycling & Disposal			
<i>Mathematics - Area</i>			



**Subject: Drama**

**Exam board: AQA**

**Length of mock exam: 1 hour**

Useful websites:

**Section A:** YouTube: George Coles AQA GCSE Drama. [GCSE Drama - AQA - BBC Bitesize](#)

**Section B:** YouTube 'Blood Brothers London', 'AQA 20 mark question' (Miss Bell Drama).

**Format of exam:** You will answer two sections.

**Section A:** Will be four multiple choice questions about Theatre terminology. **(You should spend 5 minutes maximum on this section)**

**Section B:** Will be on Blood Brothers. You will answer a 4, 8, 12 and 20 mark question on an unseen extract from Blood Brothers. **(You should spend 55 minutes on this section)**

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>Section A:</b> Stage forms and stage positions and what the responsibilities of key job roles in theatre are. (Example: technician, director, producer, choreographer, designer, theatre manager.)			
<b>Section B: 4 mark question:</b> This will be on a costume for one of the characters in the extract. You should know about colour, design/pattern, material and what the character would wear from head to toe.			
<b>Section B: 8 mark question:</b> This will be asking you to interpret a specific line in the extract. I can choose <b>any line</b> from Blood Brothers and consider how you would perform it. I can give both vocal and physical examples and comment on the punctuation in the line.			
<b>Section B: 12 mark question:</b> You will be asked how an actor could use the performance space and interaction with other characters in relation to a specific shaded extract from Blood Brothers. You will need to show that you understand how the characters' movements, actions, reactions and interactions contribute to the audience's understanding of the play. You will need to consider particular effects that the performers might want to achieve such as tension, comedy or romance.			
<b>Section B: 20 mark question:</b> This is about how you would interpret one character within the extract and across the whole play. I can use an adjective to describe each character at each stage of the play, find evidence in the text to support that adjective, and then list ways to communicate that physically and vocally.			

**Where to find revision resources****Section A:**

- ✓ Make sure you know your stage forms and stage positions and what the responsibilities of key job roles in theatre are. Look at notes in red books; Kahoot quizzes are great for checking

**Section B:**

- ✓ Re-read Blood Brothers if you are unsure of any scenes. You have to show a good understanding of the play in the answers to the questions so check you know it!
- ✓ Use your character profiles to revise from
- ✓ Use past papers on Teams to practice timed questions



**Subject: Engineering**

**Exam board: WJEC**

**Length of mock exam:** 1.5 hrs

**Useful websites:** [GCSE Design and Technology - Edexcel - BBC Bitesize](#) [www.technologystudent.com](http://www.technologystudent.com)

**Format of exam:**

- ✓ The mock exam will include 3 questions
- ✓ Each question will include multiple parts
- ✓ You must answer *all* questions

**Topics / skills to revise**

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>Question 1</b>			
Material Classifications & Properties (Metals & Polymers)			
Material Finishes (Metals)			
Non-Destructive Testing – how to test the resistance of a material			
Creating a Design Specification			
<b>Question 2</b>			
Impact of technology on the development of products			
CAD/CAM			
<b>Question 3</b>			
Engineering Tools & Equipment			
Engineering Processes			
Interpreting Engineering Drawings			



**Subject:** English Literature

**Exam board:**

AQA

**Length of mock exam:** 50 mins

**Useful websites:**

- [DystopiaJunkie 'An Inspector Calls' Playlist \(includes 'Top 10' quotation videos on characters\)](#)
- [Mr Bruff's 'An Inspector Calls' Playlist](#)
- [BBC Bitesize 'An Inspector Calls'](#)

**Format of exam:**

- English Literature Paper 2 – **one question** from a **choice of two** on **'An Inspector Calls'** only.
- You will **not have an extract**; knowledge of the play and memorising core quotations is key.
- You will write an **essay** exploring the **presentation of a theme/character**.

**Topics / skills to revise**

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>Memorise the 12 Key Quotations</b>			
<b>Practise analysing</b> the 12 Key Quotations <ul style="list-style-type: none"> <li>• Who says it? When? To whom?</li> <li>• What's it in reference to?</li> <li>• What does it suggest about characters?</li> <li>• Methods?</li> <li>• Key word connotations?</li> </ul>			
<b>Know the plot:</b> <ul style="list-style-type: none"> <li>• Can you explain different characters' involvements with Eva/Daisy?</li> <li>• Who is questioned in each act?</li> </ul> <i>You'll need to write an essay in chronological order in the exam.</i>			
<b>Know the characters:</b> <ul style="list-style-type: none"> <li>• Who is who?</li> <li>• Do they change?</li> <li>• How do they react to the Inspector?</li> <li>• Words to describe them?</li> <li>• 3 key quotations per character?</li> </ul>			
<b>Revise how to structure</b> a paragraph and an essay. E.g. Useful sentence starters? How do I write an introduction? <i>Look back through your book at model responses.</i>			
<b>Revise our Home Learning vocabulary.</b> <i>A lot of these terms would be great in an exam essay.</i>			

<p><b>Revise Priestley's intentions</b> – why does he present characters the way he does? Why has he written the play – what did he want to achieve?</p>			
<p><b>Revise themes:</b> for each theme, decide on 3-4 key moments you could refer to.</p> <ul style="list-style-type: none"> <li>• Attitudes to CLASS</li> <li>• Treatment of WOMEN</li> <li>• YOUNG versus OLD</li> <li>• Willingness to accept RESPONSIBILITY</li> <li>• Idea of SELFISHNESS</li> <li>• Attitudes to WEALTH</li> <li>• How far characters TRANSFORM</li> </ul>			



**Subject:** Ethics and Philosophy

**Exam board:** OCR

**Length of mock exam:** 1 hour

**Useful websites:** BBC Bitesize

**Format of exam:** Written

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<p><b><u>Beliefs and teachings: Christianity:</u></b></p> <ul style="list-style-type: none"> <li>• The nature of God.</li> <li>• Concept of God as a Trinity of persons.</li> <li>• Biblical accounts of Creation.</li> <li>• The role and purpose of human beings.</li> <li>• Different interpretations of genesis story.</li> <li>• The problem of evil and suffering and a loving and righteous God.</li> <li>• Jesus Christ, The Importance of Jesus' Teachings and Christian love and beliefs about Jesus.</li> <li>• Sermon on the Mount.</li> <li>• Incarnation, crucifixion, resurrection, and ascension.</li> <li>• The concept of salvation.</li> <li>• Eschatological beliefs and teachings.</li> </ul> <p><b><u>Skills:</u></b> Knowledge, judgement, analysis, evaluation, influence, comparison, and conclusion. Also reference quotes/sources of wisdom.</p>			
<p><b><u>Practices: Christianity</u></b></p> <ul style="list-style-type: none"> <li>• Worship.</li> <li>• Sacraments.</li> <li>• Prayer.</li> <li>• The role and importance of pilgrimage and celebrations to Christians.</li> <li>• The role of the Church in the local community and living practices.</li> <li>• Mission.</li> <li>• The role of the church in the wider world.</li> </ul> <p><b><u>Skills:</u></b> Knowledge, judgement, analysis, evaluation, influence, comparison, and conclusion. Also reference quotes/sources of wisdom.</p>			
<p><b><u>Beliefs and teachings: Islam</u></b></p> <ul style="list-style-type: none"> <li>• Core beliefs</li> <li>• Nature of Allah</li> <li>• Belief in Imams</li> <li>• Belief in Divine Justice</li> <li>• Prophethood (Risalah)/Prophets</li> <li>• Muhammad (PBUH)</li> <li>• Books (Kutub)</li> <li>• Angels (Malaikah)</li> <li>• Eschatological beliefs and teachings/Life after death (Aakhirah).</li> </ul>			

**Skills:** Knowledge, judgement, analysis, evaluation, influence, comparison, and conclusion. Also reference quotes/sources of wisdom.

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**Subject: Food Preparation & Nutrition**

**Exam board: AQA**

**Length of mock exam: 1 hour 30 mins**

**Useful websites: SENECA learning, BBC Bitesize**

**Format of exam: Hard copy - paper**

**Topics / skills to revise**

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
Why do we cook food? And how do we cook it e.g. Heat transfer Chapter 3 in the text book.			
Nutrients – Functions, sources and effects during cooking e.g. water soluble vitamins This is a massive section so please revise thoroughly. Chapters 1, 2 & 4 in the text book.			
High risk foods and how to handle them correctly – including storage, cooking and reheating Chapters 5 & 6 in the text book.			
Cross contamination and bacteria. Chapters 5 & 6 in the text book.			
Factors affecting food choice – Seasonal, organic, GMO etc. Chapters 10 in the text book.			
Primary processing of milk Chapter 11 in the text book.			
Raising Agents – the different types and their uses. Chapter 4 in the text book.			
Sauce making Chapter 4 in the text book.			
Additives Chapter 11 in the text book.			
The online textbook can be found here: <a href="https://illuminate.digital/aqafood/">https://illuminate.digital/aqafood/</a> Login: SRING3 Password: Student3			



### French AQA Y10 Exams June 2024: Higher Tier

All revision resources can be found in the files section of Teams for each class called Year 10 exams revision.

Date	Lesson	Exam	Details
Wednesday 19 <sup>th</sup> June	1 / 5	Listening	Qs in English followed by Qs French
Thursday 20 <sup>th</sup> June	1/2	Reading	Qs in English followed by Qs in French Translation into English
Friday 21 <sup>st</sup> June	3/4	Writing	90 worder 150 worder Paragraph to translate into French
Monday 10 <sup>th</sup> -Thrs 13 <sup>th</sup> June		Speaking	12 minutes to prepare a role play and a photocard Do role play in speaking (1-2 minutes) then photocard 2/3 minutes and then general conversation from questions of topics covered so far 4-6 minutes

#### Higher Writing Exam: total = 60 marks

Question	Type	Success Criteria	Marks
<b>1. Translation</b>	Translate a short passage into French	Communicate key message Knowledge of grammar	12
<b>2. 90 worder</b> (there are two questions. <b>You choose one question</b> )	4 bullet points	90 words Content and Quality of Language - 3 time frames (past / present / future) Opinions Variety of language - don't be repetitive with the language you use	16 (10 + 6)
<b>3. 150 worder</b> (there are two questions. <b>You choose one question</b> )	2 bullet points	150 words Include: Variety of Language At least 2 opinions with reasons PLAN – MRTDPORE Fancy phrases	32 (15 + 12 + 5)

<u>Topics</u> that may appear in the exams	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>Theme 1: Identity and culture</b>			

<p><i>Topic 1: Me, my family and friends</i></p> <ul style="list-style-type: none"> <li>• Relationships with family and friends</li> <li>• Marriage/partnership</li> </ul> <p><i>Topic 2: Technology in everyday life</i></p> <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology</li> </ul> <p><i>Topic 3: Free-time activities</i></p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Cinema and TV</li> <li>• Food and eating out</li> <li>• Sport</li> </ul> <p><i>Topic 4: Customs and festivals in French-speaking countries</i></p>			
<p><b>Theme 2: Local, national, international and global areas of interest</b></p> <p><i>Topic 1: Home, town, neighbourhood and region</i></p>			

<b>Date</b>	<b>Lesson</b>	<b>Exam</b>	<b>Details</b>
Wednesday 19 <sup>th</sup> June	1 / 5	Listening	Qs in English followed by Qs French
Thursday 20 <sup>th</sup> June	1/2	Reading	Qs in English followed by Qs in French Translation into English
Friday 21 <sup>st</sup> June	3/4	Writing	Photo description 40 worder 90 worder 5 Translation sentences
Monday 10 <sup>th</sup> -Thrs 13 <sup>th</sup> June		Speaking	12 minutes to prepare a role play and a photocard Do role play in speaking (1-2 minutes) then photocard 1/2 minutes and then general conversation from questions of topics covered so far 3-4 minutes

## French AQA Y10 Exams June 2024: Foundation Tier

Foundation Writing Exam: total = 50 marks

Question	Type	Success Criteria	Marks
1. Photocard	4 sentences	Clear communication Describe the photo	8
2. 40 worder	4 bullet points	40 words - Content and Quality of Language - answer 4 bullet points clearly Variety of language – don't be repetitive with the language you use	16 (10 + 6)
3. Translation	Translate 5 sentences into French	Communicate key message Knowledge of grammar	10
4. 90 worder  (there are two questions. You choose one question)	4 bullet points	90 words Content and Quality of Language - 3 time frames (past / present / future) Opinions Variety of language - don't be repetitive with the language you use	16 (10 + 6)

### Topics that may appear in the exams

<u>Topics that may appear in the exams</u>	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>Theme 1: Identity and culture</b> <i>Topic 1: Me, my family and friends</i> <ul style="list-style-type: none"> <li>• Relationships with family and friends</li> <li>• Marriage/partnership</li> </ul> <i>Topic 2: Technology in everyday life</i> <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology</li> </ul> <i>Topic 3: Free-time activities</i> <ul style="list-style-type: none"> <li>• Music</li> <li>• Cinema and TV</li> <li>• Food and eating out</li> <li>• Sport</li> </ul> <i>Topic 4: Customs and festivals in French-speaking countries</i>			
<b>Theme 2: Local, national, international and global areas of interest</b> <i>Topic 1: Home, town, neighbourhood and region</i>  <i>Topic 2: Social issues</i> <ul style="list-style-type: none"> <li>• Healthy/unhealthy living</li> </ul>			



Ringwood School

Year 10

**Subject:** GEOGRAPHY

**Exam board:** AQA

**Length of mock exam:** Paper 1 (Living World and Cold environments and Coastal Landscapes) 45 mins

Paper 2 (Urban Issues and Challenges and Glacial Landscapes) 45 mins

**Resources for revision:** Unit outlines (see below)

- YouTube (Tutor2U AQA Geography or Geography Hawks)
- Website -[www.physicsandmathstutor.com/geography-revision/gcse-aqa/](http://www.physicsandmathstutor.com/geography-revision/gcse-aqa/)

**Format of exam:** Past paper questions on the topics covered in Year 10

# The Living World – Ecosystems and Tropical Rainforests

**GCSE**

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I know what an ecosystem is.			
I can use a small scale example from the UK to illustrate how an ecosystem works.			
I understand how changing one component can have an impact on the whole ecosystem.			
I know the distribution and characteristics of the World's biomes.			
I know the physical characteristics of a tropical rainforest.			
I understand the interdependence of climate, water, soils, plants, animals and people in the TRF.			
I know how plants and animals adapt to the physical environment.			
I know about the changing rates of deforestation.			
<p>A case study of a tropical rainforest to illustrate:</p> <ul style="list-style-type: none"> <li>• causes of deforestation</li> <li>• subsistence and commercial farming</li> <li>• logging</li> <li>• road building</li> <li>• mineral extraction</li> <li>• energy development</li> <li>• settlement</li> <li>• population growth</li> </ul>			
<p>A case study of a tropical rainforest to illustrate:</p> <ul style="list-style-type: none"> <li>• impacts of deforestation</li> <li>• economic development</li> <li>• soil erosion</li> <li>• loss of biodiversity</li> <li>• contribution to climate change.</li> </ul>			
I know the value of the TRFs to people and the environment			
<p>I know the strategies used to manage the rainforest sustainably:</p> <ul style="list-style-type: none"> <li>• selective logging and replanting</li> <li>• conservation and education</li> <li>• ecotourism and international agreements about the use of tropical hardwoods</li> <li>• debt reduction.</li> </ul>			

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I can describe the physical conditions of cold environments.			
I understand the interdependence of climate, permafrost, soils, plants, animals and people in cold climates.			
I know how plants and animals adapt to the physical environment.			
I know the issues of biodiversity in cold environments.			
<p>A <b>case study</b> of a cold environment to illustrate development opportunities in cold environments:</p> <ul style="list-style-type: none"> <li>• Mineral extraction,</li> <li>• energy,</li> <li>• fishing</li> <li>• tourism</li> </ul>			
<p>A <b>case study</b> of a cold environment to illustrate challenges of developing cold environments:</p> <ul style="list-style-type: none"> <li>• extreme temperature,</li> <li>• inaccessibility,</li> <li>• provision of buildings</li> <li>• infrastructure.</li> </ul>			
I know the value of cold environments as wilderness areas and why these fragile environments should be protected.			
<p>I know the strategies used to balance the needs of economic development and conservation in cold environments:</p> <ul style="list-style-type: none"> <li>• use of technology,</li> <li>• role of governments,</li> <li>• international agreements</li> <li>• conservation groups.</li> </ul>			



Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I can explain how waves are formed			
I know the characteristics of : <ul style="list-style-type: none"> <li>• Constructive waves</li> <li>• Destructive waves</li> </ul>			
I can describe different types of weathering			
I can describe different types of mass movement <ul style="list-style-type: none"> <li>• Sliding</li> <li>• Slumping</li> <li>• Rock falls</li> </ul>			
I know the processes of coastal erosion: <ul style="list-style-type: none"> <li>- Hydraulic power</li> <li>- Abrasion</li> <li>- Attrition.</li> </ul>			
I know how sediment can be transported by longshore drift			
I know why sediment is deposited in coastal areas.			
I know how geological structures and rock type influence coastal landforms			
I can recognise and describe the formation of the following erosional landforms: <ul style="list-style-type: none"> <li>- Headlands and bays</li> <li>- Cliffs and wave cut platforms</li> <li>- Caves, arches and stacks</li> </ul>			
I can recognise and describe the formation of the following depositional landforms: <ul style="list-style-type: none"> <li>- Beaches</li> <li>- Sand dunes</li> <li>- Spits and bars</li> </ul>			
I can give named examples of land forms of erosion and deposition in the UK <b>Case study – Dorset coastline</b>			
I know the costs and benefits of hard engineering for coastal management: <ul style="list-style-type: none"> <li>- Sea walls</li> <li>- Rock armour</li> <li>- Gabions</li> <li>- Groynes</li> </ul>			
I know the costs and benefits of soft engineering for coastal management: <ul style="list-style-type: none"> <li>- Beach nourishment</li> <li>- Reprofilng</li> <li>- Dune regeneration</li> </ul>			

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I can describe the global pattern of urban change.			
I recognise the urban trends in different parts of the world including HICs and LICs.			
I can explain the factors affecting the rate of urbanisation – migration (push–pull theory), natural increase.			
I understand the emergence of megacities.			
I know my case study of a major city in an LIC or NEE (Rio de Janeiro) to illustrate:			
The location and importance of the city, regionally, nationally and internationally			
Causes of growth: natural increase and migration			
I understand how urban growth has created opportunities: <ul style="list-style-type: none"> <li>- social: access to services – health and education; access to resources – water supply, energy</li> <li>- economic: how urban industrial areas can be a stimulus for economic development</li> </ul>			
I understand how urban growth has created challenges: <ul style="list-style-type: none"> <li>- managing urban growth – slums, squatter settlements</li> <li>- providing clean water, sanitation systems and energy</li> <li>- providing access to services – health and education</li> <li>- reducing unemployment and crime</li> <li>- managing environmental issues – waste disposal, air and water pollution, traffic congestion.</li> </ul>			
An example of how urban planning is improving the quality of life for the urban poor.			

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I know the costs and benefits of managed retreat for coastal management: <ul style="list-style-type: none"> <li>- Coastal realignment</li> </ul>			
I can give an example of a coastal management scheme in the UK to show: <ul style="list-style-type: none"> <li>- The reasons for management</li> <li>- The management strategy</li> <li>- The results effects and conflicts</li> </ul> <b>Case study: Swanage - groynes</b>			

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I know my <b>case study</b> of a major city (Southampton) in the UK to illustrate:			
The location and importance of Southampton in the UK and the wider world			
Impacts of national and international migration on the growth and character in Southampton			
how urban change has created opportunities: <ul style="list-style-type: none"> <li>• social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems</li> <li>• environmental: urban greening</li> </ul>			
how urban change has created challenges: <ul style="list-style-type: none"> <li>• social and economic: urban deprivation, inequalities in housing, education, health and employment</li> <li>• environmental: dereliction, building on brownfield and greenfield sites, waste disposal</li> <li>• the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements.</li> </ul>			
An <b>example</b> of an urban regeneration project to show: <ul style="list-style-type: none"> <li>• reasons why the area needed regeneration</li> <li>• the main features of the project. (Bargate)</li> </ul>			
Features of sustainable urban living: <ul style="list-style-type: none"> <li>• water and energy conservation</li> <li>• waste recycling</li> <li>• creating green space.</li> </ul>			
How urban transport strategies are used to reduce traffic congestion.			

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I can describe the maximum extent of ice cover across the UK during the last ice age.			
I can describe glacial processes: <ul style="list-style-type: none"> <li>• Freeze-thaw weathering</li> <li>• Abrasion</li> <li>• Plucking</li> <li>• Rotational slip</li> <li>• Bulldozing</li> <li>• Deposition</li> </ul>			
I know the characteristics and formation of the following landforms of erosion: <ul style="list-style-type: none"> <li>• Corries</li> <li>• Aretes</li> <li>• Pyramidal peaks</li> <li>• Truncated spurs</li> <li>• Glacial troughs</li> <li>• Ribbon lakes</li> <li>• Hanging valleys</li> </ul>			
I know the characteristics and formation of the following landforms of transportation and deposition: <ul style="list-style-type: none"> <li>• Erratics</li> <li>• Drumlins</li> <li>• Types of moraine</li> </ul>			
Lake District, an example of an upland area in the UK affected by glaciation and its major landforms of erosion and deposition.			
I know some of the economic activities that occur in upland glaciated areas: <ul style="list-style-type: none"> <li>• Tourism</li> <li>• Farming</li> <li>• Forestry</li> <li>• Quarrying</li> </ul>			
I can explain why there are conflicts between different land uses and between development and conservation in glaciated upland areas.			
Lake District, an example of a glaciated upland area in the UK used for tourism which shows: <ul style="list-style-type: none"> <li>• The attraction for tourists</li> <li>• Social, economic, and environmental impacts of tourism</li> <li>• Strategies used to manage the impact of tourism.</li> </ul>			

## The UK Landscape | GCSE

Unit outline + revision guide	Do not understand	Understand but need to learn	Know and understand
I can identify features and patterns on an atlas map			
I appreciate the varied relief, landscapes and river systems of the U.K.			
I can explain how relief is determined by rock type			
I understand that landscape is the result of interactions between natural and human factors			
I can describe the course of a river from a map			
I can draw a cross-section using spot heights			



Working Lunch every Mon and Fri Lunchtime.	<b>Photography GCSE - Summer Exam - Structures</b> <b>Exam board - AQA</b> <b>Exam Length 5 Hours - This time will be used to create a sustained piece of work which will part of your final piece for your structures work.</b> <b>This will be completed under the guidance of your teacher.</b>
Week beginning	Focus - Lesson Time and HL time.
20th May	Complete Black and White image work. Researching and evaluating 2 photographers from the 2 <sup>nd</sup> Structures PowerPoint. Start to plan and do shoots. Refer to the 5 R's to creating great work.
	Half Term - Taking Photographs based on your theme - Structures
3 <sup>rd</sup> June	Planning and taking Photographs in response to your chosen Photographers. Refer to the 5 R's to creating great work.
10 <sup>th</sup> June Exam conditions	Exam - Developing edits from shoots/Experimenting/Refining ideas. Refer to the 5 R's to creating great work.
17 <sup>th</sup> June Exam conditions	Exam - Developing edits from shoots/Experimenting/Refining ideas. Refer to the 5 R's to creating great work.
24 <sup>th</sup> June	Complete development and final pieces.
1 <sup>st</sup> July	Complete development and final pieces.
9 <sup>th</sup> July	<b>Work Experience Week</b>
15 <sup>th</sup> July	Ensure all work is completed and on Teams Final piece images saved as named Jpegs on Teams.(no snip image) Launch starting points for Yr11 final CW work project  Summer Work to start taking photographs which relate to your chosen theme.
	All PowerPoints for the Structures project can be found in Classwork on Teams

## The 5 R's to creating great work

**1. Research** - other photographers/artists who might use the theme in a different way. Use the analysis sheets to help.

Select photographers/ Artists which inspire you. It might be the theme the use, technique they explore or context (why they produce the work they do) which you like. Research means analysing their work to find out about it in more detail. Select specific examples 2/3 images to discuss.

**2. Respond** - take photographs/create images using their way of working. Try your own ideas based on what you have learnt.

Plan your shoot – use the shoot plan guide. How are you going to respond? What would show what you have learned from looking at different photographers? How can you explore a photographer's theme, technique or context? Take lots of different images.

**3. Review** – evaluate your raw images. WWW and EBI.

Create a contact strip with your image/ RAW images. Evaluate the shoot. Which images are worth editing and why?

**4. Refine** - develop the work further. More experiments / edits. Can you do it again differently? Better?

Edit the images - Try lots of different ways to explore your idea. This could be in Photoshop or manually (printing out and working with the images) Screen grab your editing process so that you can show the journey of your work. Remember to explain your ideas and thoughts using subject specific words. What is relevant to your work and the photographer who are exploring?

**5. Repeat** – go back to research/ideas and aim to do it even better based on what you have learnt.

To create the most exciting work you might now need to go back to 1. Research a different photographer or 2. Respond to the same photographer but in a different way. The key to creating great work is to think now that I have done it once how can I do it again differently and better?

You need to follow this process until you have developed enough explorations to fully explore the theme until you decide on an idea to develop further as a final piece. This might be 3, 4 or even 5 times.



**Subject: Health and Social Care**

**Exam board: OCR**

**Length of mock exam:** 30 minutes

**Resources for revision:** Topic 1 and 2 booklets.

Revision guide, Resources on Teams

**Format of exam:** Past paper questions on the topics covered in Year 10

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>1.1 – Types of care setting</b> <ul style="list-style-type: none"> <li>- Health care</li> <li>- Social care</li> </ul>			
<b>1.2 – The rights of service users</b> <ul style="list-style-type: none"> <li>- Choice</li> <li>- Confidentiality</li> <li>- Protection from harm and abuse</li> <li>- Equal and fair treatment</li> <li>- Consultation</li> </ul>			
<b>1.3 – The benefits to service users' health and well-being when their rights are maintained</b> <ul style="list-style-type: none"> <li>- Empowerment</li> <li>- High self-esteem</li> <li>- Service user's needs are met</li> <li>- Trust</li> </ul>			
<b>2.1 – Person-centred values and how they are applied to service users</b>			
<b>2.1 – The qualities of a service provider - The six Cs</b> <ul style="list-style-type: none"> <li>- Care</li> <li>- Compassion</li> <li>- Competence</li> <li>- Communication</li> <li>- Courage</li> <li>- Commitment</li> </ul>			
<b>2.1 – Examples of how person-centred values can be applied in health and social care settings</b>			
<b>2.2 – Benefits for service providers of applying person-centred values</b>			
<b>2.2 – Benefits for service users of having person-centred values applied</b>			
<b>2.3 – Effects on service users' health and well-being if person-centred values are not applied</b> <ul style="list-style-type: none"> <li>- Physical effects</li> <li>- Intellectual effects</li> <li>- Emotional effects</li> <li>- Social effects</li> </ul>			



**Subject: History:** Medicine through time and Elizabethan England **Exam board:** Edexcel

**Length of mock exam:** 50 mins per exam **Useful websites:** BBC Bitesize:

[Medicine in Britain, c.1250 to the present day - GCSE History Revision - Edexcel - BBC Bitesize](#)

[Elizabeth I - GCSE History Revision - Edexcel - BBC Bitesize](#)

**Format of exam:** Written

### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>Section B- Medicine Through Time 1250-Present</b>			
<b>Medicine in Medieval Britain c1250-c1500</b>			
Beliefs about the cause of disease: <b>Supernatural and religious explanations.</b> <b>Rational explanations:</b> The Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.			
<b>Prevention and Treatment:</b> New and traditional approaches to <b>hospital care</b> in the thirteenth century. The role of the physician, apothecary and barber surgeon in treatment and care provided within the community and in hospitals, c1250–1500. Keeping towns clean problems and solutions.			
<b>Case Study:</b> Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.			
<b>The Medical Renaissance in England c1500–c1700</b>			
<b>Causes:</b> Continuity and change in explanations of the cause of disease and illness.			
<b>Causes:</b> The work of Thomas Sydenham in improving diagnosis.			
<b>Causes:</b> The influence of the printing press and the work of the Royal Society on the transmission of ideas.			
<b>Case study:</b> William Harvey and the discovery of the circulation of the blood.			
<b>Case study:</b> Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.			

<b>Prevention and treatment:</b> Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.			
<b>Medicine in eighteenth- and nineteenth-century Britain c1700-c1900</b>			
<b>Causes:</b> Continuity and change in explanations of the cause of disease and illness.			
<b>Causes:</b> The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.			
<b>Prevention and Treatment:</b> improvements in hospital care and the influence of Florence Nightingale.			
<b>Prevention and Treatment:</b> The impact of Anesthetics and antiseptics on surgery. (James Simpson and Joseph Lister)			
<b>Prevention and Treatment:</b> New approaches to prevention: the development and use of vaccinations (Koch and Pasteur) and the Public Health Act 1875.			
<b>Case study</b> Jenner and the development of vaccination.			
<b>Case study</b> Fighting Cholera in London, 1854; attempts to prevent its spread;			
<b>Early Elizabethan England 1558 – 1588</b>			
<b>Key topic 1: The New Queen</b>			
<b>The New Queen and the country she inherited: Elizabeth &amp; England in 1558.</b> <ul style="list-style-type: none"> <li>Elizabeth's childhood- how did this shape her? The Great Chain of Being- hierarchy in Elizabethan England.</li> </ul>			
<b>How strong was Elizabeth's position in 1558?</b> <ul style="list-style-type: none"> <li>Legitimacy</li> <li>Gender and Marriage</li> <li>Character</li> <li>Religious Divisions</li> <li>Financial Weaknesses</li> </ul> Threats from abroad- Auld Alliance, Spain.			
<b>How did Elizabeth establish effective government?</b> <ul style="list-style-type: none"> <li>Court</li> <li>Privy Council</li> <li>Parliament</li> <li>Regional Councils- Council of the North</li> <li>JPs</li> <li>Lords Lieutenant</li> </ul> Who were they, what did they do and how do they help Elizabeth establish control?			
<b>Key topic 2: The Religious Settlement</b>			

<p><b>Why was religion important and a problem for Elizabeth?</b></p> <ul style="list-style-type: none"> <li>• English Reformation</li> <li>• Religious Divisions (clergy, abroad and ordinary people)</li> </ul> <p>Regional Divisions</p>			
<p><b>How did Elizabeth solve the religious problem?</b></p> <ul style="list-style-type: none"> <li>• The Religious Settlement</li> <li>• Act of Supremacy, Act of Uniformity and the Royal Injunctions</li> </ul> <p>Enforcing the settlement</p>			
<p><b>How and why did the Puritans oppose her?</b></p> <ul style="list-style-type: none"> <li>• What aspects of the religious settlement were Puritans unhappy with?</li> <li>• Crucifix controversy</li> </ul> <p>Vestments</p>			
<p><b>How and why did the Papists oppose her?</b></p> <ul style="list-style-type: none"> <li>• What parts of the Religious Settlement were the Papists unhappy with?</li> <li>• Papal Instruction and the Papal Bull</li> <li>• English nobility and MQS</li> <li>• Foreign Catholic powers</li> </ul> <p>Dutch Revolt</p>			
<b>Key topic 3: The Threat at Home</b>			
<p>How serious a threat was Mary Queen of Scots to Elizabeth?</p> <ul style="list-style-type: none"> <li>• Legitimacy</li> <li>• Son- James</li> </ul> <p>Catholic support</p>			
<p><b>How serious were the Papist plots to put Mary queen of Scots on the throne?</b></p> <ul style="list-style-type: none"> <li>• Northern Rebellion/ revolt of the Northern Earls 1569</li> <li>• Ridolfi Plot 1571</li> <li>• Throckmorton Plot 1583</li> <li>• Babington Plot 1586</li> </ul> <p>Walsingham's spy network</p>			
<p><b>How well did Elizabeth deal with the threat from Mary Queen of Scots?</b></p> <ul style="list-style-type: none"> <li>• Treaty of Edinburgh</li> <li>• Imprisonment of MQS</li> <li>• MQS's involvement in Catholic plots.</li> <li>• Failure of Catholic Plots</li> </ul> <p>Execution of MQS 1588</p>			
<b>Key topic 4: The Threat Abroad</b>			
<p><b>How and why did Elizabeth and Philip end up at war?</b></p> <ul style="list-style-type: none"> <li>• Rivalry and trade in the New World</li> <li>• Religious Divisions</li> </ul>			

<ul style="list-style-type: none"> <li>Francis Drake's circumnavigation of the globe.</li> </ul> <p>Dutch Revolt- Spanish Fury and Pacification of Ghent. Death of William of Orange and Duke of Alecon.</p>			
<p><b>Why did Philip send the Armada?</b></p> <ul style="list-style-type: none"> <li>Dutch Revolt- Catholic League (Treaty of Joinville) and Elizabeth signs Treaty of Nonsuch. Robert Dudley's actions on the Netherlands. Spanish failure.</li> <li>Singeing of the King's Beard- Drake's attack of ships at Cadiz.</li> <li>Drake's attacks on Spanish colonies.</li> <li>Hawking's illegal trade in New World.</li> </ul> <p>Execution of MQS</p>			
<p><b>Why did the Armada fail?</b></p> <ul style="list-style-type: none"> <li>Plan vs execution</li> <li>Battle of Gravelines</li> <li>Leadership</li> <li>Tactics</li> <li>Ship Design</li> <li>Weather</li> </ul> <p>Poor Planning</p>			



**Subject: Hospitality and Catering**

**Exam board: WJEC**

**Length of mock exam: 1 hour 30 mins**

**Useful websites: SENECA learning, BBC Bitesize**

**Format of exam: Hard copy - paper**

**Topics / skills to revise**

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
Hospitality and Catering Job roles and the structure and the duties required in job roles (e.g. hotel receptionist / head chef / sous chef etc)			
Types of employment part time / seasonal			
Workflow of a delivery and of a kitchen			
Appropriate dress code for different roles in the hotel (receptionist / cleaner / waiter etc)			
Large and small catering equipment			
Types of hospitality establishments and which type of guests they might be suitable for.			
How technology affects accommodation choices for customers			
Understand what a risk is and what is a control measure			
What is an EHO and what do they do?			
Correct and hygienic storage of food			
Food poisoning symptoms / specific name of food poisoning relating to each cause (food			

item etc ... e.g. Listeria links to unpasteurised cheese)			
Type of food provision that you may see in a theme park or zoo or festival and what type of food provision is best suited to different types of customers; e.g. a family with young children may want a budget cafe			



**Subject:** Cam Nat IT

**Exam board:** OCR

**Length of mock exam:** 1 hr

**Useful websites:** <https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/>

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>HCIs the purpose and importance of HCI in application areas</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Banking</li> <li><input type="checkbox"/> Embedded systems</li> <li><input type="checkbox"/> Entertainment</li> <li><input type="checkbox"/> Fitness</li> <li><input type="checkbox"/> Home appliances</li> <li><input type="checkbox"/> Retail</li> </ul>			
<b>User Interaction methods</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gesture</li> <li><input type="checkbox"/> Keyboard</li> <li><input type="checkbox"/> Mouse</li> <li><input type="checkbox"/> Touch</li> <li><input type="checkbox"/> Voice</li> </ul>			
<b>Data types</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alphanumeric</li> <li><input type="checkbox"/> Boolean</li> <li><input type="checkbox"/> Date</li> <li><input type="checkbox"/> Numeric</li> <li><input checked="" type="checkbox"/> Currency</li> <li><input checked="" type="checkbox"/> Decimal</li> <li><input checked="" type="checkbox"/> Integer</li> <li><input checked="" type="checkbox"/> Percentages</li> <li><input checked="" type="checkbox"/> Real</li> <li><input type="checkbox"/> Text</li> </ul>			
<b>Threats</b> <i>Denial of Service (DoS)</i> <i>Hacking</i> to include Black, hat, Grey hat and White hat hacking <i>Social Engineering</i> <ul style="list-style-type: none"> <li>• Baiting</li> <li>• Phishing</li> <li>• Pretexting</li> </ul>			

<ul style="list-style-type: none"> <li>• Quid Pro Quo</li> <li>• Scareware</li> <li>• Shoulder Surfing</li> </ul>			
<p><b>Physical Prevention methods for securing a system</b></p> <ul style="list-style-type: none"> <li>◆ Biometric devices</li> <li>◆ Firewalls</li> <li>◆ Keypads</li> <li>◆ Radio-frequency identification (RFID)</li> <li>◆ Secure backups</li> </ul>			
<p><b>Digital Devices</b></p> <ul style="list-style-type: none"> <li>○ Smartphone</li> <li>○ Smart TV</li> <li>○ PC/Laptop</li> <li>○ Tablet</li> <li>○ Smartboard</li> </ul>			
<p><b>IoE</b></p> <ul style="list-style-type: none"> <li>• Know what is meant by the IoE</li> <li>• Know how the World Wide Web (WWW) and the Internet are used in the use of the IoE</li> <li>• Know the four pillars and understand the interaction between them</li> <li>• Advantages and disadvantages of the IoE</li> </ul>			



Subject: **MATHEMATICS (Foundation)**

Exam board: **EDEXCEL**

Length of mock exam: **1hr 30mins**

Useful websites:

[www.corbettmaths.com](http://www.corbettmaths.com)

[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

Format of exam: **Paper 1 Foundation (Non-Calculator) – 4<sup>th</sup> and 5<sup>th</sup> June**

### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Time			
FDP Conversions			
BIDMAS			
Types of Number			
Money Problems			
Interpreting Graphs			
Ordering Fractions			
Simplifying Algebra			
Solving Equations			
Non-Calculator Multiplication			
Angle Problems			
Writing Algebraic Expressions			
Fractions of Amounts			
Powers and Roots			
Expanding Brackets			
Factorising			
Basic Probability			
Functional Area Problems			
Fraction Calculations			
Two Way Tables			
HCF and LCM			
Product of Prime Factors			
Plans and Elevations			
Area and Perimeter Problem Solving			



Subject: **MATHEMATICS (Foundation)**

Exam board: **EDEXCEL**

Length of mock exam: **1hr 30mins per paper**

Useful websites:

[www.corbettmaths.com](http://www.corbettmaths.com)

[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

Format of exam: **Papers 2 and 3 Foundation (Calculator) - Exam Week**

### Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Rounding Numbers			
FDP Conversions			
Converting Metric Units			
Types of Number			
Ordering Numbers			
Writing numbers in figures			
Percentages of an Amount			
Money Problems			
Worded problem solving, including fractions			
Writing Expressions			
Simplifying Algebraic Expressions			
Writing and Simplifying Fractions			
Pictograms			
Using Inequality Symbols			
Substituting into Formulae and Using Worded Formulae			
Sequences			
Timetables			
Area and Perimeter Problem Solving			
Using a Calculator			
Percentage Problem Solving			
Probability and Probability Scale			
Scale Drawings			
Rearranging Formulae			
Angle Properties			
Real life Problem Solving			
Loci			
Solving Inequalities and Drawing on a Number Line			
Drawing Straight Line Graphs			
Exchange Rates			

Conversions and Units			
Fraction and Percentage Problem Solving			
Simplifying Indices			
Sampling Methods			
Volume and Problem Solving			
SOHCAHTOA			
Error Intervals			
Compound Interest			
Standard Form (including calculations)			
Frequency Polygons			
Interpreting Graphs			
Types of Sequences			
Simultaneous Equations			
Surface Area Problem Solving			



Subject: **MATHEMATICS (Higher)**

Exam board: **EDEXCEL**

Length of mock exam: **1hr 30mins**

Useful websites:

[www.corbettmaths.com](http://www.corbettmaths.com)

[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

Format of exam: **Paper 1 Higher (Non-Calculator) – 4<sup>th</sup> and 5<sup>th</sup> June**

**Topics / skills to revise**

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Basic Probability			
HCF and LCM			
Product of Prime Factors			
Plans and Elevations			
Area and Perimeter Problem Solving			
Estimation			
Rules of Indices			
Mixed Number Fraction Calculations			
Solving Simultaneous Equations (including graphically)			
Exact Trig Values			
Volume Problem Solving			
Combinations			
Surds			
Functions			
Probability Problem Solving			



Subject: **MATHEMATICS (Higher)**

Exam board: **EDEXCEL**

Length of mock exam: **1hr 30mins per paper**

Useful websites:

[www.corbettmaths.com](http://www.corbettmaths.com)

[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

Format of exam: **Papers 2 and 3 Higher (Calculator) - Exam Week**

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Solving Inequalities/Representing Inequalities on Number Lines			
Simplifying Indices			
Compound Interest			
Drawing Straight Line Graphs			
Frequency Polygons			
Interpreting Graphs			
Types of Sample Methods			
Standard Form (including calculations)			
Volume and Surface Area Problem Solving			
Volume Problem Solving			
Using a Calculator			
SOHCAHTOA and Pythagoras			
Error Intervals			
Real Life Problem Solving			
Interest Problem Solving			
Tree Diagrams			
Evaluating Indices			
Areas and Arc Lengths of Sectors			
Algebraic Fractions			
Expanding Three Brackets			
Rearranging Formulae			
Drawing Histograms			
Sine Rule and Cosine Rule			
Area of Non Right-Angled Triangles			
Nth term of Quadratic Sequences			
Circle Theorems			
Probability Problem Solving			
Solving Linear and Quadratic Simultaneous Equations			
Interpreting Histograms			
3D Trigonometry			

**Subject:** GCSE Music**Exam board:** Edexcel**Length of mock exam:** 1 hour**Useful websites:** Focus on Sound, BBC Bitesize**Format of exam:** Listening questions, followed by an essay**Topics / skills to revise**

<b>Topic / skill:</b>	<b>Included in revision timetable?</b>	<b>Current RAG rating?</b>	<b>RAG rating once revised?</b>
Dictation			
Listening question – Star Wars			
Listening question - Purcell			
Elements of music vocabulary			
Performing – solo/ensemble performance			



## Subject: PE GCSE

Topic	Contents	Additional information
<b>The structure and functions of the musculoskeletal system</b>	Bones	<i>Identify and locate - Cranium, vertebrae, ribs, sternum, clavicle, scapula, pelvis, humerus, ulna, radius, carpals, metacarpals, phalanges, femur, patella, tibia, fibula, tarsals and metatarsals</i>
	Structure of the skeleton	How the skeletal system provides a framework for movement; <i>shape type of the bones, skeletal system allows movement</i>
	Function of the skeleton	<i>Describe &amp; give examples - Functions</i> <i>Support, posture, protection, movement, blood cell production, storage of minerals</i>
	Structure of the synovial	Identify and describe the following structures of a synovial joint; <i>synovial membrane, synovial fluid, joint capsule, bursae, cartilage, ligaments</i>
	Joints	Elbow, knee and ankle – <i>hinge joint</i> Hip and shoulder – <i>ball and socket</i>
	Movement at the joint	<i>Flexion/extension at the shoulder, elbow, hip and knee;</i> <i>Abduction/adduction at the shoulder</i> <i>Rotation of the shoulder; Plantar flexion/dorsiflexion at the ankle</i> <i>To provide sporting examples</i>
	Muscles of the body	<b><i>Identify and locate</i></b> - <i>Deltoid, trapezius, latissimus dorsi, pectorals, biceps, triceps, abdominals, quadriceps, hamstrings, gluteals, gastrocnemius</i>
Muscular system	Reference to the shoulder, elbow, hip, knee and ankle joints: Major muscle groups operating at these joints, agonists/antagonists, bones located at the joint, muscle groups work isometrically and isotonicly (concentric/eccentric)	
<b>Lever System</b>	First, second and third class lever system	Identify of first, second and third class lever systems. Basic drawing of the three classes of level to illustrate the positioning of: <i>Fulcrum, load (resistance), effort.</i>
	Mechanical advantage	An understanding of mechanical advantage in relation to the three lever systems. Label the effort arm and load/resistance arms on the three classes of lever. Mechanical advantage = effort arm / weight (resistance) arm.
<b>Planes and axes</b>	Planes and axes movement	Identification of the relevant planes ( <i>frontal, transverse, sagittal</i> ) and axes ( <i>longitudinal, transverse, sagittal</i> ) of movement used whilst performing sporting actions.
<b>Health and fitness</b>	Health and fitness	Define the terms
	Relationship between health and fitness	Describe the relationship between health and fitness

<b>Components of fitness</b>	Components of fitness	<i>Agility, balance, cardiovascular endurance, coordination, flexibility, muscular endurance, power/explosive strength, reaction time, strength (maximal, dynamic and explosive), speed</i> Understand and justify why the components of fitness may or may not be needed when performing certain physical activities and sports.
	Fitness testing	Reasons and limitations of the fitness testing.
	Measuring the components of fitness	<i>Illinois agility test, stork balance, multi-stage fitness test, coordination, flexibility, muscular endurance, power/explosive strength, reaction time, maximal strength, speed, strength</i> Testing procedure refers to 'how each test is carried out'
	How data is collected for components of fitness	How to record the data ( <i>e.g. cms, levels, seconds</i> ) Definitions of the terms <i>qualitative</i> and <i>quantitative</i> .
<b>Principle of training</b>	Principles of training	SPORT ( <i>Specificity, progressive overload, reversibility, tedium</i> ) FITT ( <i>Frequency, intensity, time, type</i> ).
	Applications of the principles of training	How the principles of training can be applied to bring about improvements in fitness.
	Types of training	Understand the distinctions between different types of training; <i>Circuit training, continuous training, fartlek training, interval training, static stretching, weight training, plyometric training</i>
	Advantages and disadvantages of training types	The advantages and disadvantages of each type of training method stated above. Students should be taught to select and evaluate fitness needs and make links to sporting activity.
<b>Training threshold</b>	Training threshold	Definition of training threshold. Calculate the aerobic/anaerobic training; <i>calculate the maximum heart rate (220 minus age), calculate aerobic training zone (60-80%) and anaerobic training (80-90%)</i>
<b>Prevent injury</b>	Considerations to prevent injury	The following factors should be taken into account in order to prevent injury; <i>a warm up, avoid over training, appropriate clothing and footwear, taping/bracing, hydration, avoid overstretching, techniques used correctly, appropriate rest for recovery.</i>
	Prevention of injury	Identify potential hazards in a <i>sports hall, fitness Centre, playing field, artificial outdoor areas, swimming pool</i> and how to reduce them
<b>Optimise training</b>	Specific training	How high altitude training is carried out; <i>train at high altitude, there is less oxygen in the air and oxygen capacity is reduced, the body compensates by making more red blood cells to carry oxygen.</i>
	Seasonal aspects	Names of the three training seasons; <i>pre-season/preparation, competition/peak/playing season, post-season/transition</i> . To be able to understand the benefits for each season to the performer.
<b>Effective use of warm up</b>	Warming up and cooling down	The constituent parts of warming up and cooling down.

<b>and cool down</b>		Warming up should include; <i>gradual pulse raising activities, stretching, skill based practice, mental preparation increase amount of oxygen to the working muscles.</i> Cool down should include; <i>maintain elevated breathing and heart rate, gradual reduction in intensity, stretching.</i>
	Benefits of warming up and cooling down	The benefits of warming up; <i>effects on body movement, range of movement increased, psychological preparation, injury prevention, practice of movement skills through the whole range of movement and gradual increase of effort to full pace.</i> The benefits of cooling down; <i>allowing the body to recover, the removal of lactic acid/CO<sub>2</sub>/waste products, prevent (delayed onset of) muscle soreness/ DOMS.</i>
<b>Physical, emotional and social</b>	Linking participation in physical activity, exercise and sport to health, well-being and fitness	Reasons for participation in physical activity exercise and sport and how performance in physical activity/sport can increase health, well-being and fitness. Physical health and well-being; <i>reduces the risk of some illness.</i> Mental health and well-being; <i>reduces stress/tension and release of feel goof hormones.</i> Social health and well-being; <i>cooperation and teamwork.</i> Fitness; <i>improve fitness, reduces the chance of injury and can aid in the physical ability to work e.g. on your feet all day/manual labour.</i>
<b>The consequences of a sedentary lifestyle</b>	The consequences of a sedentary lifestyle	Definitions of sedentary and lifestyle. Identify the possible consequences of a sedentary lifestyle; <i>weight gain, heart disease, hypertension, diabetes, poor sleep, poor self-esteem and lethargy.</i>
	Obesity	Define obesity. Identify how obesity affects <i>performance in physical activity and sport, causes ill health (physical, mental and social).</i>
	Somatotypes	Definitions of the following body types; <i>endomorph, mesomorph and ectomorph.</i> To identify the most suitable body types for particular sports and justify your reasons.
<b>Energy use, diet, nutrition and hydration</b>	Energy use	Energy is measured in calories (Kcal) and is obtained from the food we eat. The average adult male requires 2,500kcal/day and average adult woman require 2,000kcal/day, but this dependent upon; <i>gender, age, height and energy expenditure.</i>
	Nutrition	The reasons behind a balanced diet; <i>unused energy is stored, suitable energy and the body needs nutrients for energy, growth and hydration.</i>
	Nutrition (the roles)	A balanced diet contains 55-60% carbohydrates, 25-30% fat and 15-20% protein. Identify and describe the following nutrients; <i>carbohydrates, fat, protein, vitamins and minerals.</i>
	Hydration	Definition of hydration. To identify the affects dehydration for example; <i>muscle fatigue/ cramps, slow</i>



### Spanish AQA Y10 Exams June 2024: Higher Tier

Date	Lesson	Exam	Details
Friday 14 <sup>th</sup> June	1	Listening	Qs in English followed by Qs Spanish
Wednesday 19 <sup>th</sup> June	1	Reading	Qs in English followed by Qs in Spanish Translation into English
Thursday 20 <sup>th</sup> June	1	Writing	90 worder (x2) Paragraph to translate into Spanish
Friday 7 <sup>th</sup> June		Speaking	General conversation from questions of topics covered so far 5-7 minutes

#### Higher Writing Exam: total = 60 marks

Question	Type	Success Criteria	Marks
<b>90 worder (x2)</b> (there are two questions)	4 bullet points	90 words - Content and Quality of Language - answer 4 bullet points clearly Variety of language – don't be repetitive with the language you use	16 (10 + 6)
<b>Translation</b>	Translate a short passage into Spanish	Communicate key message Knowledge of grammar	12

#### Topics that may appear in the exams

	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<b>Theme 1: Identity and culture</b> <i>Topic 1: Me, my family and friends</i> <ul style="list-style-type: none"> <li>Relationships with family and friends</li> <li>Marriage/partnership</li> </ul> <i>Topic 2: New technologies</i> <ul style="list-style-type: none"> <li>New technologies</li> <li>Mobile technology</li> </ul> <i>Topic 3: Free-time activities</i> <ul style="list-style-type: none"> <li>Music</li> <li>Cinema and TV</li> <li>Food and eating out</li> <li>Sport</li> </ul>			
<b>Theme 2: Local, national, international and global areas of interest</b> <i>Topic 1: Home, town, neighbourhood and region (from Y9)</i>			

## Spanish AQA Y10 Exams June 2024: Foundation Tier

Date	Lesson	Exam	Details
Friday 14 <sup>th</sup> June	1	Listening	Qs in English followed by Qs Spanish
Wednesday 19 <sup>th</sup> June	1	Reading	Qs in English followed by Qs in Spanish Translation into English
Thursday 20 <sup>th</sup> June	1	Writing	Photo description 90 worder 5 sentences to translate into Spanish
Friday 7 <sup>th</sup> June		Speaking	General conversation from questions of topics covered so far 5-7 minutes

### Foundation Writing Exam: total = 50 marks

Question	Type	Success Criteria	Marks
<b>Photocard</b>	4 sentences	Clear communication Describe the photo	8
<b>Translation</b>	Translate 5 sentences into Spanish	Communicate key message Knowledge of grammar	10
<b>90 worder</b>  (there are two questions. <b>You choose one question</b> )	4 bullet points	90 words Content and Quality of Language - 3 time frames (past / present / future) Opinions Variety of language - don't be repetitive with the language you use	16 (10 + 6)

### Topics that may appear in the exams

	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<p><b><u>Theme 1: Identity and culture</u></b></p> <p><i>Topic 1: Me, my family and friends</i></p> <ul style="list-style-type: none"> <li>• Relationships with family and friends</li> <li>• Marriage/partnership</li> </ul> <p><i>Topic 2: New technologies</i></p> <ul style="list-style-type: none"> <li>• New technologies</li> <li>• Mobile technology</li> </ul> <p><i>Topic 3: Free-time activities</i></p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Cinema and TV</li> <li>• Food and eating out</li> <li>• Sport</li> </ul>			
<p><b><u>Theme 2: Local, national, international and global areas of interest</u></b></p> <p><i>Topic 1: Home, town, neighbourhood and region (from Y9)</i></p>			

