

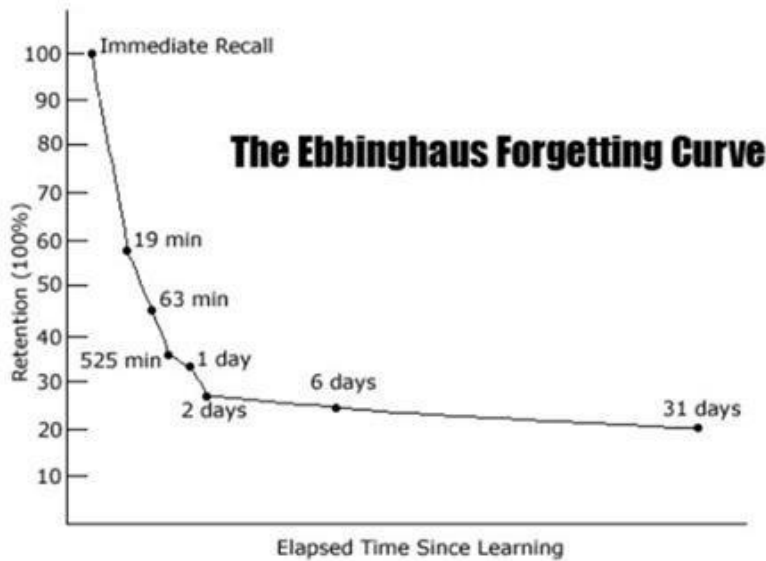


Preparing for Year Ten exams – revision

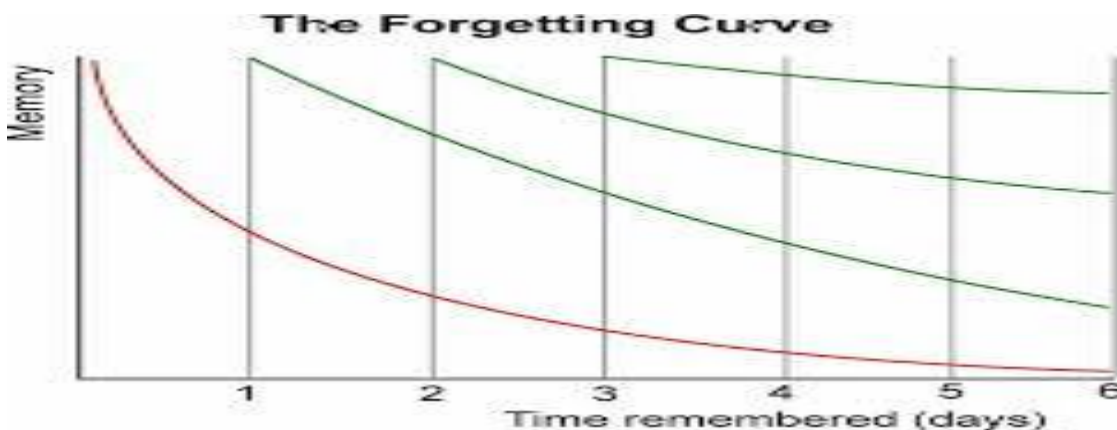
Why revise? Forgetting and remembering

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



1.
Identify knowledge


Identify knowledge/content you wish to cover.



2.
Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)


Create x10 questions on the content (If your teacher has not provided you with questions)



3.
Cover and answer


Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.



4.
Self mark & reflect

Go back to the content and self mark your answers in **green** pen.



5.
Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

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



1. Identify knowledge

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.



2. Colour coding

Use different coloured flash cards for different topics. This helps with organization. NOT recall



3. Designing

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.



4. Using

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 & re-read.
Shuffle the cards each time you use them.
Use the Leitner system to use flash cards everyday.



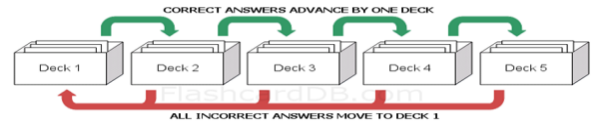
5. Feedback

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.



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

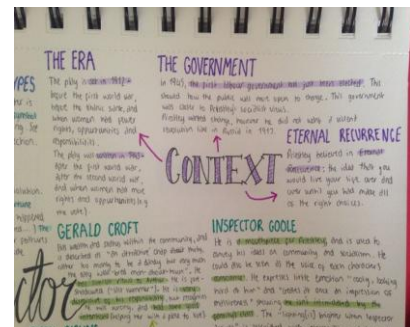
Flashcards, which are new, are put into the first box or pile. This contains the flashcards which will be tested every day. Each day, flashcards that have been correctly answered are put into a second box / pile. Flashcards here will be tested every two days. Flashcards that are successfully answered 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!
3. 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.
4. 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 gets you to link different information together.



a that

Definition A whole number with exactly two divisors (factors)	Characteristics • 2 is the only even prime number • 0 and 1 are not prime • Every whole number can be written as a product of primes
Examples 2, 3, 5, 7, 11, 13, 17, ...	Non-Examples 1, 4, 6, 8, 9, 10...

Prime

What does it mean?

Word:

Definition:

Part of speech:

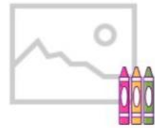
- Noun
- Verb
- Adjective
- Adverb

Synonyms:

Antonyms:

Sentence:

Summary: How to create a mind map



- ← 1. **Identify knowledge**
2. **Identify sub topics**
3. **Branch off**
4. **Use images & colour**
5. **Put it somewhere visible** →

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

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

Branch off your sub topics with further detail.
 Try not to fill the page with too much writing.

Use images and colour to help topics stick into your memory.

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.

Anning

Thornhill

Nightingale

Hardy

Brunel



Ringwood School

Year 10

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 12th May

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

Refer to 5 R's to creating great work.

Week beginning 19th May

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 2nd June

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

Week beginning 9th June

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

Week beginning 16th June

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

Refer to 5 R's to creating great work.

Week beginning 23rd June

Continue to explore Personal Project.

Refer to 5 R's to creating great work.

Week beginning 30th June

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



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



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.



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

- 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

- 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

- 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)



Subject: Business Studies

Exam board: AQA

Length of mock exam: 1 hr 30 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?
<u>3.1 Business in the real world</u>			
• Purpose of business			
• Reasons for starting a business			
• Limited and Unlimited liability			
• Costs and Revenue			
• Factors of Production			
• Types of business – sole traders, partnerships, LTD and PLCs			
• Business aims and objectives			
• Methods of expanding a business – organic vs inorganic			
<u>3.2 Influences on a Business</u>			
• Ethical considerations			
• Environmental considerations			
• Sustainability			
• Economic climate – interest rates, unemployment			
• Competitive environment – how businesses compete, risk and uncertainty			
<u>3.3 Business Operations</u>			
• Methods of production – Job and flow			
• Efficiency in production – lean production, JIT, Kaizen			
• Role of procurement – JIC			
• Factors affecting choice of suppliers			
• Supply chain management			
• Consequences of quality issues			
• Methods of maintaining quality – TQM			
• Customer Service			



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



Subject: Design & Technology (Timbers/Resistant Materials) Exam board: Pearson (Edexcel)

Length of mock exam: 1hr 30min

Useful websites: [GCSE Design and Technology - Edexcel - BBC Bitesize](#) 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?
Section A: Core Knowledge			
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 & Charts</i>			
Section B: Timbers			
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: Design & Technology (Metals/Engineering) Exam board: Pearson (Edexcel)

Length of mock exam: 1hr 30min

Useful websites: [GCSE Design and Technology - Edexcel - BBC Bitesize](#) 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 - *Metals*
- ✓ Section B 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?
Section A: Core Knowledge			
Material Classifications & Properties – Timbers / Metals / Polymers / Textiles / Paper			
Common Electronic Components			
Shape Memory Alloys			
High Impact Polystyrene (HIPS)			
Stainless Steel			
<i>Mathematics – Percentage / Area / Cost</i>			
Section B: Metals			
Developing Designs from a Specification			
Evaluating Against a Specification			
Stock Materials & Sizes			
Fabrication Tools & Equipment			
Powder Coating			
Non-Ferrous Metals: Aluminium & Titanium			
Working to Tolerances			
<i>Mathematics – Percentage / Area / Cost</i>			



Subject: Design & Technology (Paper & Board / Graphics)

Exam board: Pearson (Edexcel)

Length of mock exam: 1hr 30min

Useful websites: [GCSE Design and Technology - Edexcel - BBC Bitesize](#) 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 – Paper and Board
- ✓ 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?
Section A: Core Knowledge			
All material properties			
Isometric drawing			
Surface developments (nets)			
New and emerging technology			
Electronic component symbols			
Flowcharts - inputs & outputs			
Section B: Paper and Board			
Modifying designs			
Meeting a specification			
Sustainability			
Batch production			
Surface decoration and finishes			
Stock sizes			
Trend forecasting			



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?
Section A: Stage forms and stage positions and what the responsibilities of key job roles in theatre are. (Example: technician, director, producer, choreographer, designer, theatre manager.)			
Section B: 4 mark question: 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.			
Section B: 8 mark question: This will be asking you to interpret a specific line in the extract. I can choose any line 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.			
Section B: 12 mark question: 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.			

<p>Section B: 20 mark question: A choice of 2 questions: EITHER: how you would interpret one character within the extract and across the whole play. You 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. OR: how you would use design to interpret the action within the extract and across the whole play. You can use an adjective to describe the mood and atmosphere at each stage of the play, find evidence in the text to support that adjective, and then detail ways of communicating that through your design choices.</p>			
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<p>Where to find revision resources</p>	<p>Section A:</p> <ul style="list-style-type: none"> ✓ 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 <p>Section B:</p> <ul style="list-style-type: none"> ✓ Re-read / watch 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
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Subject: English Literature

Exam board:

AQA

Length of mock exam: 1 hour 45 minutes

Useful websites:

- ['Romeo and Juliet' GCSE English Literature Revision - YouTube](#)
- [mr bruff romeo and juliet - YouTube](#)
- [Romeo and Juliet - GCSE English Literature - BBC Bitesize](#)
- ['A Christmas Carol' GCSE English Literature Revision - YouTube](#)
- [Charles Dickens: 'A Christmas Carol' Analysis - YouTube](#)
- [A Christmas Carol - GCSE English Literature - BBC Bitesize](#)

Format of exam:

- English Literature Paper 1 – two questions in total.
- One question on 'Romeo and Juliet' and one question on 'A Christmas Carol'.
- You will have an extract for each text, but knowledge of the play and memorising core quotations is key.
- You will write an essay exploring the presentation of a theme/character in the extract and the rest of the text.

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Memorise the 12 Key Quotations for both 'Romeo and Juliet' and 'A Christmas Carol'.			
Practise analysing the 12 Key Quotations <ul style="list-style-type: none"> • Who says it? When? To whom? • What's it in reference to? • What does it suggest about characters? • Methods? • Key word connotations? 			
Know the plot: <ul style="list-style-type: none"> • What is the plot? • What are the key moments and what impact do these moments have on the characters and themes? <i>You'll need to write an essay in chronological order in the exam.</i>			
Know the characters: <ul style="list-style-type: none"> • Who is who? • Do they change? • How do they react to key events? (eg. The fight scene and the announcement of the possible wedding in 'Romeo and Juliet'?) 			

<p>The impact of the ghosts in 'A Christmas Carol'?)</p> <ul style="list-style-type: none"> • Words to describe them? • Do I know 3 key quotations per character? 			
<p>Revise the writers' intentions –</p> <ul style="list-style-type: none"> • Why are the characters presented in the way they are? • Why have Shakespeare / Dickens written their texts – what do they want to achieve? 			
<p>Revise themes: for each theme, decide on 3-4 key moments you could refer to.</p> <p>For 'Romeo and Juliet':</p> <ul style="list-style-type: none"> • Parents and children • Love • Relationships • Difficult choices • Honour and reputation • Fate • Conflict • Family <p>For 'A Christmas Carol':</p> <ul style="list-style-type: none"> • Christmas • Greed / money • Charity • Poverty • Redemption / transformation / change • Lessons Scrooge learns • Family • Responsibility • Kindness / love 			
<p>Revise how to structure a paragraph.</p> <ul style="list-style-type: none"> • Can I use the 'what / how / why' structure for my paragraphs? • Can I extend my analysis by using more than one piece of evidence? <p><i>Look back through your book at model responses.</i></p>			
<p>Revise how to structure an essay.</p> <ul style="list-style-type: none"> • Do I understand how to create a chronological plan for Literature responses? 			
<p>Revise how to write an introduction</p> <ul style="list-style-type: none"> • Do I understand how to write an introduction that summarises my argument and recognises writer's purpose? 			
<p>Revise our Home Learning vocabulary. <i>A lot of these terms would be great in an exam essay.</i></p>			



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

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
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. Particularly dietary fibre. 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 and gelatinisation Chapter 4 in the text book.			
Additives Chapter 11 in the text book.			
The online textbook can be found here: https://illuminate.digital/aqafood/ Login: SRING3 Password: Student3			



French AQA Y10 Exams June 2026: Higher Tier

Quizlet links for each topic are assigned to our classes. Topic vocab sheets in blue books.

Higher Writing Exam: total = 50 marks

Exam	Details
Listening	Qs in English Dictation – listen to 5 French sentences and write them in French.
Reading	Qs in English Translation into English
Writing	90 worder 150 worder Sentences to translate into French
Speaking	10 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 3/4 minutes.

Question	Type	Success Criteria	Marks
1. Translation	Translate 5 sentences into French	Communicate key message Knowledge of grammar Check your accuracy throughout writing and at the end	10
2. 90 worder (there are two questions. You choose one question)	3 bullet points	Write 90 words Cover and stay relevant to all 3 bullet points 3 tenses Keep the language simple and clear Variety of language - don't be repetitive with the language you use Check your accuracy throughout writing and at the end	15
3. 150 worder (there are two questions. You choose one question)	2 bullet points	You must plan before writing Write 150 words Cover and stay relevant to both bullet points Include: Variety of language and tenses At least 2 opinions with reasons Longer sentences Check your accuracy throughout writing and at the end	25
4.			
Topics that may appear in the exams	Included in revision timetable?	Current RAG rating?	RAG rating once revised?

<ol style="list-style-type: none"> 1. Free time activities now, future and past 2. Life online 3. Leading an active life 4. What you watch, when and how 5. Francophone celebrations, e.g. Les Jeux de la Francophonie 6. What is important to your identity 7. French-speaking celebrity role models 8. Your family and your relationships with them and your friends 9. Describing people 10. Weekend routines with family 11. Celebrations and traditions 12. School subject preferences 13. School life 14. School rules 15. Making progress at school 16. Memories of primary school 17. The importance of learning languages 18. Health and food and drink 19. Meal and mealtimes 20. Good mental health 21. Unhealthy lifestyle choices 22. Improving your lifestyle in the future 23. Comparing previous lifestyle to now and future 24. Holiday plans – past, present and future 25. Talking about your celebrations and traditions and French-speaking ones 26. Environmental issues 	
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French AQA Y10 Exams June 2026: Foundation Tier

Exam	Details
Listening	Qs in English Dictation – listen to 5 French sentences and write them in French.
Reading	Qs in English Translation into English
Writing	Photo description – 5 sentences 50 worder Grammar activity 90 worder 5 Translation sentences
Speaking	10 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 2/3 minutes
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Foundation Writing Exam: total = 50 marks

Question	Type	Success Criteria	Marks
1. Photocard	5 sentences	Clear communication Describe the photo with 5 simple sentences, e.g. il y a ...	10
2. 40 worder	5 bullet points	50 words - answer 4 bullet points clearly Some variety of language – don't be repetitive with the language you use Check your accuracy throughout writing and at the end	10
3. Grammar	Gap fill with correct word	Knowledge of grammar You must copy the word correctly	5
4. Translation	Translate 5 sentences into French	Communicate key message Knowledge of grammar Check your accuracy throughout writing and at the end	10
5. 90 worder (there are two questions. You choose one question)	3 bullet points	Write 90 words Cover and stay relevant to all 3 bullet points 3 tenses Keep the language simple and clear Variety of language - don't be repetitive with the language you use Check your accuracy throughout writing and at the end	15

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?
<ol style="list-style-type: none"> 1. Free time activities now, future and past 2. Life online 3. Leading an active life 4. What you watch, when and how 5. Francophone celebrations, e.g. Les Jeux de la Francophonie 6. What is important to your identity 7. French-speaking celebrity role models 8. Your family and your relationships with them and your friends 9. Describing people 			

<ol style="list-style-type: none">10. Weekend routines with family11. Celebrations and traditions12. School subject preferences13. School life14. School rules15. Making progress at school16. Memories of primary school17. The importance of learning languages18. Health and food and drink19. Meal and mealtimes20. Good mental health21. Unhealthy lifestyle choices22. Improving your lifestyle in the future23. Comparing previous lifestyle to now and future24. Holiday plans – past, present and future25. Talking about your celebrations and traditions and French-speaking ones26. Environmental issues			
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Subject: GEOGRAPHY

Exam board: AQA

Length of mock exam: 1 hour 30 mins

Resources for revision: Unit outlines (see below)

- YouTube (Tutor2U AQA Geography or Geography Hawks)
- Time for Geography
- Website -[www.physicsandmathstutor.com/geography-revision/gcse-aqa/Internet Gography](http://www.physicsandmathstutor.com/geography-revision/gcse-aqa/Internet%20Geography)
- Seneca Quizzes

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

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"> • causes of deforestation • subsistence and commercial farming • logging • road building • mineral extraction • energy development • settlement • population growth 			
<p>A case study of a tropical rainforest to illustrate:</p> <ul style="list-style-type: none"> • impacts of deforestation • economic development • soil erosion • loss of biodiversity • contribution to climate change. 			
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"> • selective logging and replanting • conservation and education • ecotourism and international agreements about the use of tropical hardwoods • debt reduction. 			

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 case study of a cold environment to illustrate development opportunities in cold environments:</p> <ul style="list-style-type: none"> • Mineral extraction, • energy, • fishing • tourism 			
<p>A case study of a cold environment to illustrate challenges of developing cold environments:</p> <ul style="list-style-type: none"> • extreme temperature, • inaccessibility, • provision of buildings • infrastructure. 			
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"> • use of technology, • role of governments, • international agreements • conservation groups. 			



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"> • Constructive waves • Destructive waves 			
I can describe different types of weathering			
I can describe different types of mass movement <ul style="list-style-type: none"> • Sliding • Slumping • Rock falls 			
I know the processes of coastal erosion: <ul style="list-style-type: none"> • Hydraulic power • Abrasion • Attrition. 			
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"> • Headlands and bays • Cliffs and wave cut platforms • Caves, arches and stacks 			
I can recognise and describe the formation of the following depositional landforms: <ul style="list-style-type: none"> • Beaches • Sand dunes • Spits and bars 			
I can give named examples of land forms of erosion and deposition in the UK Case study – Dorset coastline			
I know the costs and benefits of hard engineering for coastal management: <ul style="list-style-type: none"> • Sea walls • Rock armour • Gabions • Groynes 			
I know the costs and benefits of soft engineering for coastal management: <ul style="list-style-type: none"> • Beach nourishment • Reprofiling • Dune regeneration 			

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"> - social: access to services – health and education; access to resources – water supply, energy - economic: how urban industrial areas can be a stimulus for economic development 			
I understand how urban growth has created challenges: <ul style="list-style-type: none"> - managing urban growth – slums, squatter settlements - providing clean water, sanitation systems and energy - providing access to services – health and education - reducing unemployment and crime - managing environmental issues – waste disposal, air and water pollution, traffic congestion. 			
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"> - Coastal realignment 			
I can give an example of a coastal management scheme in the UK to show: <ul style="list-style-type: none"> - The reasons for management - The management strategy - The results effects and conflicts Case study: Swanage - groynes			

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



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			

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"> • Freeze-thaw weathering • Abrasion • Plucking • Rotational slip • Bulldozing • Deposition 			
I know the characteristics and formation of the following landforms of erosion: <ul style="list-style-type: none"> • Corries • Aretes • Pyramidal peaks • Truncated spurs • Glacial troughs • Ribbon lakes • Hanging valleys 			
I know the characteristics and formation of the following landforms of transportation and deposition: <ul style="list-style-type: none"> • Erratics • Drumlins • Types of moraine 			
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"> • Tourism • Farming • Forestry • Quarrying 			
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"> • The attraction for tourists • Social, economic, and environmental impacts of tourism • Strategies used to manage the impact of tourism. 			



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



Subject: History: Medicine in Britain c1250 – present **Exam board:** Edexcel

Length of mock exam: 1hr 20 mins **Useful websites:** BBC Bitesize:

[Medicine in Britain, c.1250 to the present day - 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?
Medicine in Medieval Britain c1250-c1500			
Beliefs about the cause of disease: Supernatural and religious explanations. Rational explanations: The Theory of the Four Humours and the miasma theory; the continuing influence in England of Hippocrates and Galen.			
Prevention and Treatment: New and traditional approaches to hospital care 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.			
Case Study: Dealing with the Black Death, 1348 -49; approaches to treatment and attempts to prevent its spread.			
The Medical Renaissance in England c1500–c1700			
Causes: Continuity and change in explanations of the cause of disease and illness.			
Causes: The work of Thomas Sydenham in improving diagnosis.			
Causes: The influence of the printing press and the work of the Royal Society on the transmission of ideas.			

Case study: William Harvey and the discovery of the circulation of the blood.			
Case study: Dealing with the Great Plague in London, 1665: approaches to treatment and attempts to prevent its spread.			
Prevention and treatment: Change in care and treatment: improvements in medical training and the influence in England of the work of Vesalius.			
Medicine in eighteenth- and nineteenth-century Britain c1700-c1900			
Causes: Continuity and change in explanations of the cause of disease and illness.			
Causes: The influence in Britain of Pasteur's Germ Theory and Koch's work on microbes.			
Prevention and Treatment: improvements in hospital care and the influence of Florence Nightingale.			
Prevention and Treatment: The impact of Anaesthetics and antiseptics on surgery. (James Simpson and Joseph Lister)			
Prevention and Treatment: New approaches to prevention: the development and use of vaccinations (Koch and Pasteur) and the Public Health Act 1875.			
Case study Jenner and the development of vaccination.			
Case study Fighting Cholera in London, 1854; attempts to prevent its spread;			
Medicine in modern Britain c1900-Present			
Causes: Advances in understanding the causes of illness and disease: the influence of genetic and lifestyle factors on health.			
Causes: Improvements in diagnosis: the impact of the availability of blood tests, scans, endoscopes, nuclear medicine, microscopes and monitors.			
Prevention and treatment: The impact of the NHS and science and technology. Improved access to care. Advances in medicines, including magic bullets (Ehrlich- Salvarson			

606 and Domagk- Prontosil) and antibiotics.			
Prevention and treatment: High-tech medical and surgical treatment in hospitals (Blood transfusions, radiotherapy/ chemotherapy/ Transplants/X-rays/ customized drugs/gene therapy/ Microsurgery/pacemakers/plastic surgery)			
Prevention and treatment: New approaches to prevention: mass vaccinations and government lifestyle campaigns and health acts (laws).			
Case study: Key individuals: Fleming, Florey and Chain's development of penicillin.			
Case study: The fight against lung cancer in the twenty-first century: the use of science and technology in diagnosis and treatment; government action.			
<u>The Historic Environment – The British sector of the Western Front 1914-18: injuries, treatment and the trenches.</u>			
The trenches: trench design; impact of trench warfare; impact of terrain on rescuing the wounded; key battles.			
Illnesses and injuries: different illnesses, their symptoms and causes; different injuries, their causes and impact on wounded.			
The evacuation route: how soldiers were rescued and treated; who was treating them; problems; developments.			



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

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
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)			

<p>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</p>			
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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 Area 1: Design Tools	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
1.1 Types of design tools: <ul style="list-style-type: none"> <input type="checkbox"/> Flow charts <input type="checkbox"/> Mind maps <ul style="list-style-type: none"> ▪ Library ▪ Tunnel timeline ▪ Presentation <input type="checkbox"/> Visualisation diagrams <input type="checkbox"/> Wireframes 			
For each design tool listed above: <ul style="list-style-type: none"> <input type="checkbox"/> Know the components of each design tool <input type="checkbox"/> Know the type of software that can be used to create each design tool <input type="checkbox"/> Advantages and disadvantages of each design tool <input type="checkbox"/> Creating an original document using relevant design tools either using software or by sketches <input type="checkbox"/> Assessing the suitability of an original document to a given context 			
Topic Area 2: Human Computer Interface (HCI) in everyday life	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
2.1 The purpose, importance and use of HCI in application areas: <ul style="list-style-type: none"> <input type="checkbox"/> Banking <input type="checkbox"/> Embedded systems <input type="checkbox"/> Entertainment <input type="checkbox"/> Fitness <input type="checkbox"/> Home appliances <input type="checkbox"/> Retail 			
2.2 Hardware considerations <ul style="list-style-type: none"> <input type="checkbox"/> Display <ul style="list-style-type: none"> ▪ Type ▪ Size <input type="checkbox"/> Resources <ul style="list-style-type: none"> ▪ Memory ▪ Processing power 			
2.3 Software consideration <ul style="list-style-type: none"> <input type="checkbox"/> Operating system <input type="checkbox"/> Digital platform <ul style="list-style-type: none"> ▪ Database ▪ Mobile App ▪ Spreadsheet ▪ Website 			
2.4 User interaction methods <ul style="list-style-type: none"> <input type="checkbox"/> Gesture <input type="checkbox"/> Keyboard <input type="checkbox"/> Mouse <input type="checkbox"/> Touch <input type="checkbox"/> Voice 			

Topic Area 3: Data and Testing	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
3.1 Information and data <input type="checkbox"/> What data is <input type="checkbox"/> What information is <input type="checkbox"/> The relationship between data and information			
3.2.1 Use of data types in different contexts <input type="checkbox"/> Alphanumeric <input type="checkbox"/> Boolean <input type="checkbox"/> Date <input type="checkbox"/> Numeric <ul style="list-style-type: none"> ▪ Currency ▪ Decimal ▪ Integer ▪ Percentages ▪ Real <input type="checkbox"/> Text			
3.2.2 The difference between validation and verification			
3.2.3 Data validation tools <input type="checkbox"/> Data type check <input type="checkbox"/> Format check <input type="checkbox"/> Input mask <input type="checkbox"/> Length check <input type="checkbox"/> Limited choice <ul style="list-style-type: none"> ▪ Drop down list ▪ Radio buttons ▪ Tick list <input type="checkbox"/> Lookup <input type="checkbox"/> Presence check <input type="checkbox"/> Range check			
3.2.4 Data verification tools <input type="checkbox"/> Double entry <input type="checkbox"/> Manual checking			
3.3 Data collection methods <input type="checkbox"/> Primary <ul style="list-style-type: none"> ▪ Email ▪ Interview ▪ Online Questionnaire and survey <input type="checkbox"/> Secondary <ul style="list-style-type: none"> ▪ Book ▪ Government Statistics ▪ Magazine ▪ Website 			

Subject: **MATHEMATICS (Foundation)**Exam board: **EDEXCEL**Length of mock exam: **1hr 30mins per paper**Useful websites: www.corbettmaths.com
www.mathsgenie.co.ukFormat of exam: **Three papers - Paper 1 (Non-Calculator), Papers 2 & 3 (Calculator)****Topics / skills to revise**

	Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Number	Basic Maths Skills (including with decimals)			
	Place Value (including ordering numbers/decimals)			
	Rounding (including decimal places and significant figures)			
	Negative Numbers (ordering and calculations)			
	Types of Number (even, odd, square, cube, root, prime, factor, multiple)			
	BIDMAS			
	Using a Calculator			
	Money Problems			
	Fractions (of an amount, equivalent, simplifying, ordering, improper)			
	Function Machines			
	Error Intervals			
	Evaluating Indices			
	Estimation			
	Calculations with Fractions and Mixed Numbers			
	HCF, LCM and Product of Prime Factors			
Standard Form (including calculations)				
Algebra	Coordinates			
	Collecting Like Terms/Simplifying Algebraic Expressions			
	Writing Algebraic Expressions			
	Substitution (including worded formulae)			
	Expanding Single Brackets (including simplifying)			
	Factorising into a Single Bracket			
	Solving Equations (including forming equations)			
	Inequalities (on a number line, solving & stating values)			
	Simplifying Indices			
	Linear Sequences (finding next term, patterns, nth term, Fibonacci)			
	Rearranging Formulae (Changing the Subject of a Formula)			
	Plotting and Using Straight Line Graphs ($y = mx + c$)			
	Finding Gradients and Equations of Lines			
	Real-Life Graphs (including conversion graphs)			
	Plotting Quadratic Graphs			
Expanding Double Brackets				
Factorising Quadratics				



	Solving Simultaneous Equations (including graphically)			
Ratio & Proportion	Converting Fractions, Decimals and Percentages (FDP)			
	Converting Metric Units			
	Percentages (of an amount, write as a percentage, increasing/decreasing, finding the percentage change)			
	Reverse Percentages			
	Simple and Compound Interest			
Geometry & Measure	Time and Timetables (including converting between units of time)			
	Symmetry (reflective and rotational)			
	Properties of 2D and 3D Shapes			
	Nets of 3D Shapes			
	Angle Properties (naming, labelling, measuring and drawing)			
	Angle Facts (line, triangle, point, opposite, quadrilateral and special triangles)			
	Area & Perimeter (including compound shapes and problem solving)			
	Area & Circumference of Circles (including part-circles)			
	Constructions and Loci			
	Volume and Surface Area of Prisms (including Cylinders)			
	Converting Units of Area and Volume			
	Plans and Elevations			
	Bearings			
	Angles in Parallel Lines			
	Pythagoras			
	SOHCAHTOA			
Exact Trig Values				
Probability & Statistics	Listing Outcomes			
	Pictograms			
	Bar Charts (including comparative)			
	Pie Charts			
	Line Graphs			
	Sampling Methods			
	Frequency Polygons			
	Frequency Trees			
	Probability (on a scale, using words, using fractions/decimals, of not)			
	Expected Number of Outcomes			
	Relative Frequency			
Probability Tree Diagrams				

Subject: **MATHEMATICS (Higher)**

Exam board: **EDEXCEL**

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

Useful websites: www.corbettmaths.com
www.mathsgenie.co.uk

Format of exam: **Three papers - Paper 1 (Non-Calculator), Papers 2 & 3 (Calculator)**

Topics / skills to revise

	Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Number	Calculations with Decimals			
	Using a Calculator			
	Rounding to Decimal Places and Significant Figures			
	Error Intervals and Truncation			
	Factors, Multiples, HCF, LCM & Product of Prime Factors			
	Estimation			
	Calculations with Fractions and Mixed Numbers			
	Standard Form (including calculations)			
	Combinations of Events (Product Rule for Counting)			
	Evaluating Indices (Zero, Negative & Fractional Powers)			
Manipulating Surds (simplifying, rationalising the denominator)				
Algebra	Simplifying Indices			
	Fibonacci Sequences and nth Term of Linear Sequences			
	Solving Linear Equations (including forming equations)			
	Linear Simultaneous Equations (including graphically)			
	Linear Inequalities (on a number line, solving and stating values)			
	Expanding and Factorising Quadratics (double brackets)			
	Expanding Triple Brackets			
	$y = mx + c$ (plotting, using, finding gradients, real-life applications)			
	Plotting Quadratic Graphs			
	Graphing Linear Inequalities			
	Nth Term of Quadratic Sequences			
	Solving Quadratic Equations (factorising, quadratic formula)			
	Rearranging Formulae (changing the subject)			
	Algebraic Fractions (simplifying, calculations, solving equations)			
	Functions (composite, inverse, solving equations)			
	Iteration and Recurrence Relations			
Geometric Sequences				
Quadratic (Non-Linear) Simultaneous Equations				
Exponential Functions				
Ratio & Proportion	Percentages of Amounts & Percentage Increase/Decrease			
	Percentage Change (Calculating Percentage Profit/Loss)			
	Reverse Percentages			
	Simple and Compound Interest (including problem solving)			

	Compound Growth and Decay			
Geometry & Measure	Angle Problem Solving (including angles in parallel lines)			
	Area and Perimeter Problem Solving (including circles)			
	Converting Units of Area and Volume			
	Plans and Elevations			
	Constructions and Loci			
	Bearings			
	Pythagoras			
	SOHCAHTOA (Trigonometry)			
	Exact Trig Values			
	Volume and Surface Area of Prisms (including cylinders)			
	Volume and Surface Area of Spheres, Cones, Pyramids and Frustums			
	Arc Length and Sector Area			
	Non-Right-Angled Trigonometry (sine rule, cosine rule, area of a triangle)			
	Trigonometry and Pythagoras in 3D			
Circle Theorems				
Probability & Statistics	Frequency Polygons			
	Probability (including relative frequency)			
	Sampling Methods (including capture-recapture)			
	Probability Tree Diagrams			
	Conditional Probability			
	Histograms			
	Probability with Algebra			



Subject: GCSE Media Studies

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

Assessment Objectives			
AO1: Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> the theoretical framework of media contexts of media and their influence on media products and processes. 			
AO2: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.			
Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Media Language			
Semiotic analysis, including denotation and connotation			
How choice (selection, combination and exclusion) of elements influences meaning			
Construction of representation			
Misrepresentation & under-representation			
Stereotypes			
The functions & uses of stereotypes – how they are created and vary			
Positive & negative stereotypes			
Narrative theories			
Propp's character types			
Todorov's narratology			
Strauss' Binary Opposites			
Barthes Codes			
Genre theories			
Neale's Repetition & Difference			
Hybridity & Intertextuality			
Codes & Conventions of formats & genres			
Social, cultural & political significance			
Historical and cultural context in which a product is produced			
Audience interpretation			
Demographic / Psychographic segmentation			

Factors affecting interpretations of representations e.g. class, age, ethnicity etc.			
Hall's Reception theory			
Uses & Gratifications Theory			
Mulvey's Male Gaze theory			
Technical codes			
Mise-en-scene – Props, Costume, Make-up & Hair, Lighting, Setting, Colour & Body language			
Editing – shot sequencing, pace, CGI			
Cinematography- Shot types, angles & camera movement			
Sound- diegetic, non-diegetic & dialogue			
Print codes – colour, layout & typography			
Verbal codes – formality, tone & complexity of language			
Non-verbal codes – dress, appearance & body movement			
Close Study Products			
OMO advert			
Galaxy TV advert (Audrey Hepburn)			
NHS Represent TV Advert (Lady Leshurr)			
Arctic Monkeys IBYLGOTDF Music Video			
Blackpink Music Video			
Historic & cultural context			
The context surrounding the CSPs and how this influences production / interpretation			

Useful websites:

- GCSE Bitesize Media Studies - <https://www.bbc.co.uk/bitesize/subjects/ztnygk7>
- Seneca Learning – <https://app.senecalearning.com/> class code **dn4srpskd8**
- Mr Hunter's Media channel - <https://www.youtube.com/@TheMediaInsider>
- Mrs Fisher's Media guides - <https://www.youtube.com/@mrsfisher8961>

Format of exam:

- Apply your knowledge and understanding of how representation is constructed, interpreted and becomes convention.
- Illustrate your understanding through detailed knowledge of the CSPs (Close Study Products) and their historic and cultural context.

Assessment will vary between 1 and 2 mark 'identify', 6 mark 'explain', as well as 8 and 12 mark 'analyse', and 20 mark 'evaluate' questions.



Length of mock exam: 1 hour 15

Useful websites: Focus on Sound, BBC Bitesize

Format of exam: Listening questions, followed by an essay

Topics / skills to revise

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
Dictation			
Listening question – Star Wars			
Listening question - Purcell			
Listening question – Afro Celt Sound System			
Elements of music vocabulary			
Performing – solo/ensemble performance			
Composition – completing one piece to submit			



Subject: PE GCSE

Topic	Contents	Additional information
The structure and functions of the musculoskeletal system	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 & give examples - Functions 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; Abduction/adduction at the shoulder Rotation of the shoulder; Plantar flexion/dorsiflexion at the ankle To provide sporting examples</i>
	Muscles of the body	Identify and locate - <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)
Lever System	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.
Planes and axes	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.
Health and fitness	Health and fitness	Define the terms
	Relationship between health and fitness	Describe the relationship between health and fitness
Components of fitness	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 (e.g. cms, levels, seconds) Definitions of the terms <i>qualitative</i> and <i>quantitative</i> .
Principle of training	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.
Training threshold	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>
Prevent injury	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
Optimise training	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.
Effective use of warm up and cool down	Warming up and cooling down	The constituent parts of warming up and cooling down. 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/CO₂/waste products, prevent (delayed onset of) muscle soreness/ DOMS.</i>
Physical, emotional and social	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>
The consequences of a sedentary lifestyle	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.
Energy use, diet, nutrition and hydration	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>



Working Lunch every Mon and Fri Lunchtime.	Photography GCSE – Summer Exam - Structures Exam board – AQA 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. This will be completed under the guidance of your teacher.
Week beginning	Focus - Lesson Time and HL time.
19 th May	Researching and evaluating 2 photographers from the 2 nd 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
2 nd June	Planning and taking Photographs in response to your chosen Photographers. Refer to the 5 R's to creating great work.
9 th June Exam conditions	Exam – Developing edits from shoots/Experimenting/Refining ideas. Refer to the 5 R's to creating great work.
16 th June Exam conditions	Exam – Developing edits from shoots/Experimenting/Refining ideas. Refer to the 5 R's to creating great work.
23 rd June	Complete development and final pieces.
30 th June	Complete development and final pieces.
7 th July	Work Experience Week
14 th 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: Religious Studies

Exam board: AQA

Length of mock exam: 1 hour 30 minutes

Useful websites: BBC Bitesize

Format of exam: Written

Topic / skill:	Included in revision timetable?	Current RAG rating?	RAG rating once revised?
<p>This exam will NOT reflect a full paper. You will have the following:</p> <ol style="list-style-type: none"> 1. A full Christian Beliefs and Teachings section 2. A full Christian Practices section 3. A full Crime and Punishment section 4. Questions 1,2,3,4 (1,1,4 and 6 marks) of Muslim Beliefs and Teachings only <p>This is because it is an hour (not 1 hour 45 minutes you will have in the real GCSE)</p> <p>Skills: Knowledge, judgement, analysis, evaluation, influence, comparison, and conclusion. Also reference quotes/sources of wisdom.</p> <p>Question format:</p> <ol style="list-style-type: none"> 1. 1 mark multiple choice 2. 1 mark name/give one 3. 4 mark Explain two ___ beliefs about ___ 4. 6 mark Explain two ___ beliefs about ___ refer to a source of authority 5. 12 mark 'statement' evaluate the statement (reasons agreeing, reasons showing other views, justified conclusion) 			
<p>Christian beliefs and teachings:</p> <ul style="list-style-type: none"> • The nature of God • The Oneness of God and the Trinity • Different beliefs about creation • The incarnation • Crucifixion • Resurrection • Ascension • The afterlife and judgement • Heaven and hell • Sin and salvation 			



<ul style="list-style-type: none"> • The sacraments: baptism • The sacraments: Holy Communion • Celebrating Holy Communion • Pilgrimage (Lourdes and Iona) • Festivals (Christmas and Easter) • The role of the Church in the community: food banks and street pastors • The place of mission and evangelism • Church growth • The importance of the worldwide church • Christian persecution • The Church's response to world poverty 			
<p>Crime and Punishment:</p> <ul style="list-style-type: none"> • Reasons for crime • Causes of crime • Aims of punishment • Christian and Muslim attitudes towards suffering • Christian and Muslim attitudes towards forgiveness • Aims of and beliefs about the use of the following as a method of punishment: corporal punishment, capital punishment, prison, community service • Beliefs about the treatment of criminals 			
<p>Muslim beliefs and teachings:</p> <ul style="list-style-type: none"> • Tawhid – the Oneness of Allah • The nature of Allah • Angels • Predestination • Life after death • Prophets: Muhammad, Adam, Ibrahim 			

Spanish AQA Y10 Exams June 2026: Higher Tier

Exam	Details
Listening	Qs in English Dictation – listen to 5 Spanish sentences and write them in Spanish.
Reading	Qs in English Translation into English
Writing	2 x 90 worder tasks (this mock only) Sentences to translate into Spanish
Speaking	10 minutes to prepare a read aloud task and a photocard In oral exam: Do read aloud by reading a text aloud and then answer two unpredicted questions (2 minutes) then describe 2 photos (1 minute) and then have a conversation using questions from topics covered so far (3 minutes).

Higher Writing Exam: total = 50 marks

Question	Type	Success Criteria	Marks
1. Translation	Translate 5 sentences into Spanish	Communicate key message Knowledge of grammar Check your accuracy when writing and at the end	10
2. 90 worder (in your mock answer both 90 worders – this is for this mock only)	3 bullet points	Write 90 words Cover and stay relevant to all 3 bullet points 3 tenses Keep the language simple and clear Variety of language - don't be repetitive with the language you use Check your accuracy throughout writing and at the end	15 x 2 (in this mock only)

Topics that may appear in the exams	How to revise	Included In my revision TT ?	Current RAG rating?	RAG rating once revised?
MODULE 1 1. Life online 2. Sports and free time activities 3. What you did at the weekend 4. Arranging to go out 5. Things that went wrong when you went out	-Quizlet links -Vocab units in my yellow book -BBC bitesize Talking about accessing media online in Spanish - BBC Bitesize Talking about what you like doing in your free time Spanish - BBC Bitesize Describing sport and exercise in Spanish - BBC Bitesize			
MODULE 2 1. Discussing travel preferences 2. Discussing travel plans 3. Festivals in the Spanish-speaking world 4. Your last holidays 5. Where you stayed on your last holiday 6. Holidays in the past, present and future	-Quizlet links -Vocab units in my yellow book -BBC bitesize Describing holiday destinations in Spanish - BBC Bitesize Talking about what you like to do on holiday in Spanish - BBC Bitesize Talking about different types of accommodation in Spanish - BBC Bitesize Talking about transport options in Spanish - BBC Bitesize Different festivals, customs and celebrations around the world in Spanish - BBC Bitesize			
MODULE 3 1. Family members and descriptions 2. Your favourite celebrities 3. Friendships and relationships 4. Identity 5. Family celebrations 6. Problems and giving advice	-Quizlet links -Vocab units in my yellow book -BBC bitesize How to talk about yourself and your relations in Spanish - BBC Bitesize How to describe yourself and others in Spanish - BBC Bitesize Describing relationships in Spanish - BBC Bitesize Talking about your favourite celebrities in Spanish - BBC Bitesize Talking about family events and celebrations in Spanish - BBC Bitesize			
MODULE 4 1. Typical foods from Spanish-speaking countries 2. What you like to eat and don't and why 3. Whether you lead a healthy lifestyle and how 4. Different mealtimes 5. Comparing old and new habits 6. Talking about illnesses and injuries	-Quizlet links -Vocab units in my yellow book -BBC bitesize Describing daily routines - Describing daily routines and future plans: Video playlist - BBC Bitesize Healthy living and lifestyle in Spanish - BBC Bitesize Discussing illnesses in Spanish - BBC Bitesize Talking about changing habits & routines in Spanish - BBC Bitesize			

7. How I am going to be healthier in the future				
MODULE 5 8. What school is like in Spain 9. Talking about a typical day at school 10. Talking about what I like and don't like to study and why 11. Explaining how I would change my school including school rules 12. Talking about the students and teacher at school 13. Describing a school trip in the past	-Quizlet links -Vocab units in my yellow book -BBC bitesize Talking about school routine in Spanish - BBC Bitesize Talking about subjects you study and your opinions in Spanish - BBC Bitesize			

Spanish AQA Y10 Exams June 2026: Foundation Tier

Exam	Details
Listening	Qs in English Dictation – listen to 5 Spanish sentences and write them in Spanish.
Reading	Qs in English Translation into English
Writing	Photo description – 5 sentences Grammar activity 90 worder 5 Translation sentences
Speaking	10 minutes to prepare a read aloud task and a photocard In oral exam: Do read aloud by reading a text aloud and then answer two unpredicted questions (2 minutes) then describe 2 photos (1 minute) and then have a conversation using questions from topics covered so far (2 minutes).

Question	Type	Success Criteria	Marks
1. Photocard	5 sentences	Clear communication Describe the photo Write 5 simple sentences, e.g. hay...	10
3. Grammar	Gap fill with correct word	Knowledge of grammar You must copy the word correctly	5
4. Translation	Translate 5 sentences into French	Communicate key message Knowledge of grammar Check your accuracy throughout writing and at the end	10
5. 90 worder (there are two questions. You choose one question)	3 bullet points	Write 90 words Cover and stay relevant to all 3 bullet points 3 tenses Keep the language simple and clear Variety of language - don't be repetitive with the language you use Check your accuracy throughout writing and at the end	15

Foundation Writing Exam: total = 50 marks

Topics that may appear in the exams	How to revise	Included In my revision TT ?	Current RAG rating?	RAG rating once revised?
MODULE 1 1. Life online 2. Sports and free time activities 3. What you did at the weekend 4. Arranging to go out 5. Things that went wrong when you went out	-Quizlet links -Vocab units in my yellow book -BBC bitesize Talking about accessing media online in Spanish - BBC Bitesize Talking about what you like doing in your free time Spanish - BBC Bitesize Describing sport and exercise in Spanish - BBC Bitesize			
MODULE 2 1. Discussing travel preferences 2. Discussing travel plans 3. Festivals in the Spanish-speaking world 4. Your last holidays 5. Where you stayed on your last holiday 6. Holidays in the past, present and future	-Quizlet links -Vocab units in my yellow book -BBC bitesize Describing holiday destinations in Spanish - BBC Bitesize Talking about what you like to do on holiday in Spanish - BBC Bitesize Talking about different types of accommodation in Spanish - BBC Bitesize Talking about transport options in Spanish - BBC Bitesize Different festivals, customs and celebrations around the world in Spanish - BBC Bitesize			
MODULE 3 1. Family members and descriptions	-Quizlet links -Vocab units in my yellow book -BBC bitesize			

<ol style="list-style-type: none"> 2. Your favourite celebrities 3. Friendships and relationships 4. Identity 5. Family celebrations 6. Problems and giving advice 	<p>How to talk about yourself and your relations in Spanish - BBC Bitesize</p> <p>How to describe yourself and others in Spanish - BBC Bitesize</p> <p>Describing relationships in Spanish - BBC Bitesize</p> <p>Talking about your favourite celebrities in Spanish - BBC Bitesize</p> <p>Talking about family events and celebrations in Spanish - BBC Bitesize</p>			
<p>MODULE 4</p> <ol style="list-style-type: none"> 1. Typical foods from Spanish-speaking countries 2. What you like to eat and don't and why 3. Whether you lead a healthy lifestyle and how 4. Different mealtimes 5. Comparing old and new habits 6. Talking about illnesses and injuries 7. How I am going to be healthier in the future 	<p>-Quizlet links</p> <p>-Vocab units in my yellow book</p> <p>-BBC bitesize</p> <p>Describing daily routines - Describing daily routines and future plans: Video playlist - BBC Bitesize</p> <p>Healthy living and lifestyle in Spanish - BBC Bitesize</p> <p>Discussing illnesses in Spanish - BBC Bitesize</p> <p>Talking about changing habits & routines in Spanish - BBC Bitesize</p>			
<p>MODULE 5</p> <ol style="list-style-type: none"> 1. What school is like in Spain 2. Talking about a typical day at school 3. Talking about what I like and don't like to study and why 4. Explaining how I would change my school including school rules 5. Talking about the students and teacher at school 6. Describing a school trip in the past 	<p>-Quizlet links</p> <p>-Vocab units in my yellow book</p> <p>-BBC bitesize</p> <p>Talking about school routine in Spanish - BBC Bitesize</p> <p>Talking about subjects you study and your opinions in Spanish - BBC Bitesize</p>			



Subject: Science (combined and triple)

Exam board: AQA

Length of mock exam: 1 hour 15 minutes

Useful websites: BBC Bitesize

Format of exam: Written

Triple Science only: an additional paper containing to be completed in lesson time, 45mins, covering all triple topics from Y10.

Y10 End of Year exam

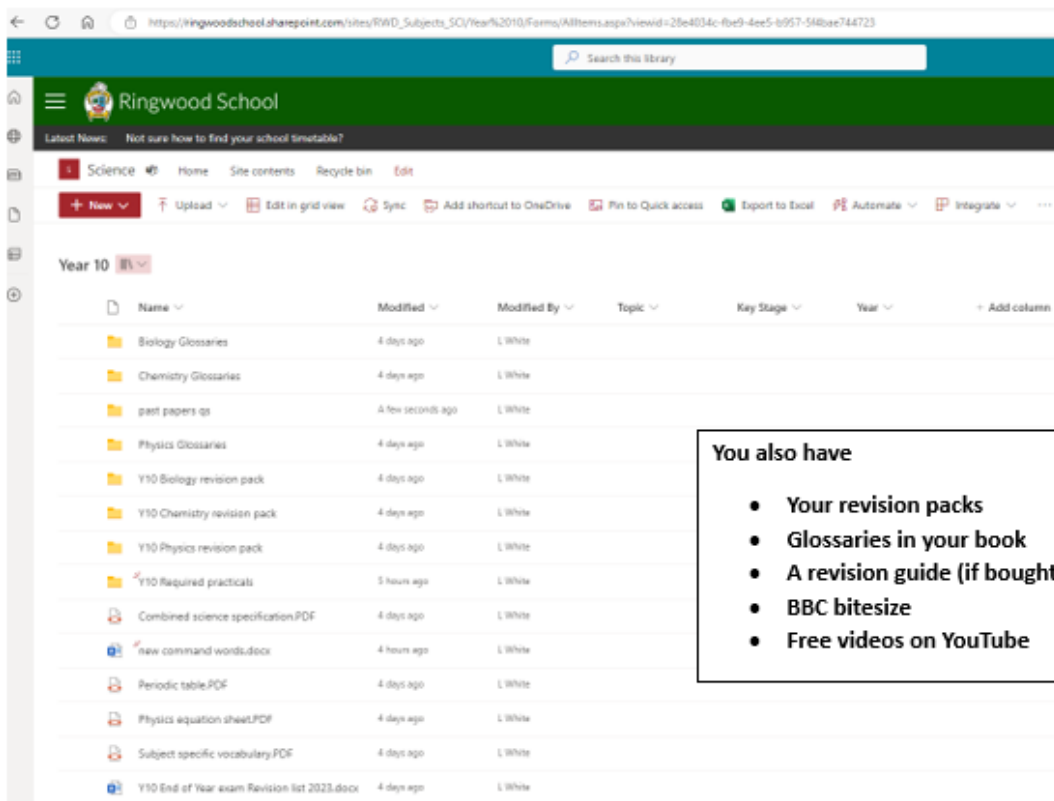
Combined Biology	Combined Chemistry	Combined Physics
B1a Cells	C1 Atoms and the periodic table	P1 Energy resources and changes
B1b Transport in and out of cells	C2 Atomic structure and bonding	P2 Mains and DC electricity
B3 Infection and response	C3 Quantitative chemistry	P3 Particles
B2a Organisation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

Additional Information for triple science students

Triple Science only: an additional paper containing to be completed in lesson time, 45mins, covering all triple topics from Y10.

Where can I find resources to help with revision for science exams

Go to SharePoint.



The screenshot shows a SharePoint site for Ringwood School. The page title is "Year 10" and it displays a list of files and folders. The list includes various resources such as glossaries, revision packs, and practicals. A callout box on the right side of the page lists additional resources available.

Name	Modified	Modified By	Topic	Key Stage	Year	Add column
Biology Glossaries	4 days ago	L White				
Chemistry Glossaries	4 days ago	L White				
past papers qz	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 words.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