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# Year 10

# Subject Specific Revision checklists for Mid-Year Exams January 2022

■ Hard work ■ Kindness ■ Integrity ■ Excellence

# Year 10 Revision tips

**Revising means going back to material you have already learned in class to:**

**Make sure you understand it**

**Memorise it**

**Here are Mr Jones' 5 tips for revision to help you get off to a flying start.**

1. **Draw up a revision timetable**
   Research shows that revising for 30-40 minutes of work followed by a short break is the most effective way to prepare for assessments. It is also best to split your time between different subjects rather than doing a whole evening on just one. Plan your revision in advance, don't leave it until the night before the assessment.

2. **Use the checklists in this booklet**
   Use the checklists and resources suggested by your teachers in the following pages to track what topics you have covered for each subject. Use RAG rating to show how confident you are with each area and go back over any that you've marked Red or Amber. Online platforms show which areas you are weakest in and need to prioritise.

3. **Flashcards, Revision posters and mind-maps**
   Flashcards are made using index cards which you can buy from any good stationery shop. Making your own revision materials helps you revise and is much more effective than just highlighting your book.

4. **Teach someone or study in small groups /peers**
   You can't teach someone else effectively unless you understand it yourself, so practice with other people is a great way to revise.

5. **Find a quiet space**
   This is a straightforward one! Put your phone away and remove as many distractions as you can. If you don't have a quiet space at home, you can stay after school and use the library.

Work as hard as you can and then be happy in the knowledge you couldn't have done anymore.

**Good luck!!!!!!**

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# Weekly Revision timetable

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| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| 8 am | | | | | | | |
| 9 am | | | | | | | |
| 10 am | | | | | | | |
| 11 am | | | | | | | |
| 12 pm | | | | | | | |
| 1 pm | | | | | | | |
| 2 pm | | | | | | | |
| 3 pm | | | | | | | |
| 4 pm | | | | | | | |
| 5 pm | | | | | | | |
| 6 pm | | | | | | | |
| 7 pm | | | | | | | |
| 8 pm | | | | | | | |

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# English

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## Resources:

1) English Literature Revision Pack

2) Exercise books containing teacher writing feedback + targets

## Exam content:

**Students will have 1 hour, 45 mins to complete two essay questions. Part 1 will be on a A Christmas Carol and Part 2 on Julius Caesar.**

| Topic / Skill | Revised (date & time) | Self-quizzed (date & time) |
|---|---|---|
| Plot, events and characters of Julius Caesar | | |
| Julius Caesar key themes: ambition, honour, deceit, omens/portents | | |
| Plot, events and characters of Julius A Christmas Carol | | |
| A Christmas Carol key themes: Avarice, redemption, poverty, supernatural, family | | |
| Essay structure | | |
| AQA Assessment Objectives | | |

## Subject specific top tips:

1) It is a closed book exam. You will be provided with an extract as part of the question. You should refer to the whole of the text, considering how a theme/character has developed from start to finish.
2) Memorising lots of quotes is not essential but you must reference specific moments in the text.
3) Practise writing under timed conditions using essay plans in revision pack
4) Students must aim to write an introduction (thesis) + 3-4 paragraphs
5) Students must evidence their ideas using direct references or quotes from the text. Direct text should be written inside ‘quote marks’
6) Students should spend 50 mins for each essay

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# MATHS Foundation

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## Resources:

1) **Hegarty Maths**
2) **Corbett Maths**
3) **Maths Genie**

## Exam content:

| Topic / Skill | **Hegarty Maths Clips** | **Revised (date & time)** | **Self-quizzed (date & time)** |
|---|---|---|---|
| Rearrange Formulae - Rearrange formulae to change the subject in a geometrical context. Change the subject of a formula involving the use of square roots and squares. | 280, 281, 284, 285, 286. | | |
| Linear Graphs - Plot straight line graphs. Recognise, sketch, and interpret straight line graphs. Find approximate solutions using a graph<br>Find the coordinates of the midpoint of a line segment. Real life graphs. | 199, 200, 206, 713. | | |
| y = mx + c - Identify and interpret gradients and intercepts of straight-line graphs Find the equation of a straight line from a graph Use y = mx + c to identify perpendicular lines. Identify and interpret gradient from an equation y = mx + c Use y = mx + c to identify parallel lines. | 207, 214, 209, 211, 213, 215, 216. | | |
| Compound Measures - Interpret distance–time graphs, and calculate: the speed of individual sections, total distance and total time Change between standard units and compound units e.g., density and pressure, time, mass, length, money, volume, area. | 709, 721, 728, 724, 718, 723, 732, 733. | | |
| Quadratic graphs, turning points and roots - Identify roots, intercepts and turning points of a quadratic function. Find roots of a quadratic algebraically by factorisation. | 223, 224, 230, 251, 259, 257 | | |
| Further Expanding, Factorising & Algebraic Fraction - Expanding more than two brackets. Factorising quadratic expressions. | 160, 161, 162, 166, 164, 221, 223, 172, | | |
| Linear Simultaneous Equations - Solve two simultaneous equations in two variables (linear/linear) algebraically. | 191, 193, 195, 218. | | |
| Further Graphs- Recognise and sketch cubic graphs and the reciprocal graph. Sketch and interpret graphs of exponential functions y = kx for positive values of k and integer values of x. | 206, 251, 298, 299, 300, 348, 302, 314, 316, 103. | | |

## Subject specific top tips:

1) Each mark indicates a line of working out, final mark is for an answer
2) "NOT TO SCALE" You can't measure the lines/angles on this shape as they are not drawn accurately!
3) "Estimate 4.7 x 6.2" Don't work out exactly but round up the numbers and then tell me the answer i.e., 5 x 6 = 30
4) READ, READ, and READ the question!!!
5) Show all working for all the questions.

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# MATHS Higher

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## Resources:

1) Hegarty Maths
2) Corbett Maths
3) Maths Genie

## Exam content:

| Topic / Skill | Hegarty Maths Clips | Revised (date & time) | Self-quizzed (date & time) |
|---|---|---|---|
| Rearrange Formulae - Rearrangement complex formulae involving fractions, roots and powers and where the subject appears on both sides of the formula. | 280, 281, 284, 285, 286. | | |
| Linear Graphs - Plot straight line graphs. Recognise, sketch and interpret straight line graphs. Find approximate solutions using a graph. Find the coordinates of the midpoint of a line segment. Real life graphs. | 199, 200, 206, 713. | | |
| y = mx + c - Identify and interpret gradients and intercepts of straight-line graphs Find the equation of a straight line from a graph. Use y = mx + c to identify perpendicular lines and parallel lines. | 207, 214, 209, 211, 213, 215, 216 | | |
| Compound Measures - Interpret distance–time graphs, and calculate: the speed of individual sections, total distance and total time Change between standard units and compound units e.g., density and pressure, time, mass, length, money, volume, area. | 709, 721, 728, 724, 718, 723, 732, 733. | | |
| Quadratic graphs, turning points and roots - Identify roots, intercepts and turning points of a quadratic function.Find roots of a quadratic algebraically by factorisation. Find roots of a quadratic algebraically by factorisation - with rearrangement needed<br>Find approximate solutions using a graph. Identify the line of symmetry of a quadratic graph. | 223, 224, 230, 251, 259, 257. | | |
| Further Expanding, Factorising & Algebraic Fraction - Expanding more than two brackets. Factorising quadratic expressions of the form ax2 + bx + c. Deduce turning points by completing the square<br>Simplify algebraic fractions. Multiply, divide, add subtract algebraic fractions. | 162, 166, 164, 221, 223, 224, 225, 172, 236, 237. | | |
| Linear Simultaneous Equations - Solve two simultaneous equations in two variables (linear/linear) algebraically. Find approximate solutions using a graph. | 191, 193, 195, 218. | | |
| Further Graphs- Recognise and sketch cubic graphs and the reciprocal graph. Sketch and interpret graphs of exponential functions y = kx for positive values of k and integer values of x. Plot and interpret reciprocal graphs. Draw circles, centre the origin, equation $x^2 + y^2 = r^2$ | 206, 251, 298, 300, 299, 348, 302, 314, 316, 103 | | |

## Subject specific top tips:

1) Each mark indicates a line of working out, final mark is for an answer
2) "NOT TO SCALE" You can't measure the lines/angles on this shape as they are not drawn accurately!
3) "Estimate 4.7 x 6.2" Don't work out exactly but round up the numbers and then tell me the answer i.e. 5 x 6 = 30
4) READ, READ, and READ the question!!!
5) Show working for all questions.

# Biology

## Resources:

1) Seneca
2) CGP revision guide
3) Oak National Academy
4) Revision materials on Microsoft team.

| Topic / Skill | Revised (date & time) | Self-quizzed (date & time) |
|---|---|---|
| Cell, microscopy, cell differentiation | | |
| Cell specialisation, chromosomes, and mitosis | | |
| Stem cells, diffusion, osmosis | | |
| Active transport, Exchange surfaces | | |
| Exchanging substances | | |
| Cell organisation, Enzymes and Digestion | | |
| Food test, The lungs | | |
| Circulatory system- lung + Blood vessels+ Blood | | |
| Cardiovascular Disease | | |
| Health and disease, cancer | | |
| Risk factors for non-communicable diseases | | |
| Plant organisation, transpiration, translocation | | |
| Infectious diseases | | |
| Viral bacterial diseases | | |
| Fungal protist disease | | |
| Immune response | | |
| vaccines | | |
| Medication to treat diseases | | |
| Drug development | | |
| Monoclonal antibodies **(Triple only)** | | |
| Plant diseases **(Triple only)** | | |

# Exam content:

# Subject specific top tips:

1. You should work through each topic with help from textbooks, class notes and any online resources. Working through the topics one at a time, with a mixture of learning the information and testing yourself, can be an effective way to revise.
2. Identify and underline content and command words to take queue from the question about how to structure answers to get the maximum number of marks.
3. If a part of a question is worth three marks you should make at least three separate points. Be careful that you do not make the same point three times.

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# Chemistry

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## Resources:

1) MyGCSE
2) Seneca
3) CGP revision guide
4) Oak National Academy
5) Revision materials on Microsoft team

| Topic / Skill | Revised (date & time) | Self-quizzed (date & time) |
|---|---|---|
| Atoms, elements + compounds | | |
| Chemical equations, Mixture, and chromatography | | |
| Separation techniques, History of atom | | |
| Electronic structure, Periodic table | | |
| Metals vs non-metals | | |
| Group 1-7 elements | | |
| Ions, Ionic + covalent bonding | | |
| Simple molecular substances, polymer | | |
| Giant covalent bonding, state of matter | | |
| Change of state | | |
| Relative formula mass, the mole | | |
| Conservation of mass | | |
| Moles and Avogadro **(H)** | | |
| Balancing equations | | |
| Reacting masses | | |
| Atomic Economy **(H)** | | |
| Solutions | | |
| Limiting reactions **(H)** | | |
| Titration Introduction **(Triple)** | | |

## Subject specific top tips:

1. You should work through each topic with help from textbooks, class notes and any online resources. Working through the topics one at a time, with a mixture of learning the information and testing yourself, can be an effective way to revise.
2. Identify and underline content and command words to take queue from the question about how to structure answers to get the maximum number of marks.
3. If a part of a question is worth three marks you should make at least three separate points. Be careful that you do not make the same point three times.

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# Physics

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## Resources:

1) Seneca
2) CGP revision guide
3) Oak national Academy
4) Revision materials on Microsoft team

| Topic / Skill | Revised (date & time) | Self-quizzed (date & time) |
|---|---|---|
| Energy Stores and systems | | |
| KE+ PE stores, Specific heat capacity | | |
| Conservation and Power | | |
| Wasted energy, efficiency | | |
| Energy and resources + use | | |
| Circuits and circuit symbols, V=IR | | |
| Resistance and I-V characteristics | | |
| Circuit devices | | |
| Series circuit + parallel circuits | | |
| Investigating resistance | | |
| Electricity in the home | | |
| Power + National Grid | | |
| Particle model | | |
| Density in solids and liquids | | |
| Internal energy | | |
| Specific latent heat | | |
| Gas pressure | | |

## Subject specific top tips:

1. You should work through each topic with help from textbooks, class notes and any online resources. Working through the topics one at a time, with a mixture of learning the information and testing yourself, can be an effective way to revise.
2. Physics has a lot of calculations. Learn a set method for solving a calculation and use that method. You should always show your working in full. Then, if you make an arithmetical mistake, you may still receive marks for correct science.
3. If a part of a question is worth three marks you should make at least three separate points. Be careful that you do not make the same point three times.

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# RE

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# Resources:

1) Exercise books

2) Assessment mind map

# Exam content: This assessment covers 2 of the 4 units focusses on:

Paper 1:

Unit 1 Christian Beliefs
Unit 2 Marriage & the family

| Topic / Skill | Revised (date & time) | Self-quizzed (date & time) |
|---|---|---|
| **Unit 1 Christian Beliefs** | | |
| Creation | | |
| Incarnation | | |
| Heaven and hell | | |
| Evil and suffering | | |
| **Unit 2 Marriage & the family** | | |
| Importance of the family | | |
| Sexual relationships | | |
| Marriage | | |
| Contraception | | |

# Subject specific top tips:

**For a, b & c questions use the structure taught in lessons, remember spend a minute per mark on your answer e.g. 3 marks = 3 minutes**

**For the extended writing 'd' questions (12 or 15 marks):**

You must apply your knowledge and understanding of Christianity to an unfamiliar context, **evaluating** a contentious statement by constructing a **balanced argument** that looks at arguments for and arguments against
**Use the FARJ model**

- Two paragraphs. 1- FOR the statement and paragraph 2- AGAINST the statement.
- Third paragraph - a conclusion which outlines the main reason for their decision.

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# History

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# Resources:

1) Your exercise book (and support sheets) and Knowledge Organisers, Exam question guide sheet and mark schemes
2) Revision materials on Teams page
3) Online revision materials from exam board Pearson Revise Edexcel GCSE History Knowledge Booster - 2021
4) Seneca Learning www.senecalearning.com
5) BBC bitesize: Early civilisations and empires (pre 12th century) - GCSE History Revision - Edexcel - BBC Bitesize

| Topic / Skill | Revised (date & time) | Self-quizzed (date & time) |
|---|---|---|
| Topic: Anglo-Saxon England and the Norman Conquest, 1060-1066 | | |
| Topic: William I in power: securing the kingdom, 1066-87 | | |
| Topic: Norman England, 1066-88 | | |
| Skill: Describe two features (of an event, person etc) | | |
| Skill: Explain why (explain 3 causes of an event or change) | | |
| Skill: explaining 'How far you agree' with a statement, arguing for and against and reaching a well-justified conclusion | | |

# Subject specific top tips:

1) Q1 – Detailed knowledge is needed – use the 'Describe two features' table to help you learn the knowledge
2) Q2, allow 20 minutes. The bullet points are examples, NOT reasons. You do not have to use them, but they are there to help you. Aim to give three explained reasons in PEEL paragraphs. Use point sentences to analyse how they are linked and which was most important.
3) Q3 or 4 – choose one of these questions only. Work out what **concept** the question is asking about (cause/consequence, similarity/difference, change/continuity, or significance). Make a judgement about how far you agree, by weighing up **both sides** of the argument. Be clear about your reasons for agreeing or disagreeing with the statement.

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# Geography

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## Resources:

1) Exercise book

2) CGP revision guide p.2-43

## Exam content:

| Topic / Skill | Revised (date & time) | Self-quizzed (date & time) |
|---|---|---|
| Global circulation of air – humid and arid | | |
| Evidence of climate change | | |
| Natural causes of climate change | | |
| Human causes of climate change | | |
| Effects of climate change | | |
| Causes of tropical cyclones | | |
| Tropical cyclone case studies: Katrina & Haiyan | | |
| Case study: Hurricane Katrina | | |
| Case study: Typhoon Haiyan | | |
| Earth's structure & plate tectonics | | |
| Volcanoes and earthquakes | | |
| Case study: Japan and Haiti earthquakes | | |
| Measuring development | | |
| Factors affecting development | | |
| Bottom-up and top-down development | | |
| Rostow & Franks – theories of development | | |
| India: site, situation, connectivity | | |
| India: economic change | | |
| India: impacts of rapid economic growth | | |

## Subject specific top tips:

1) For **8-mark questions**, you must do 2 X AKU paragraphs and a conclusion, where 'A' is a judgement, 'K' is place-specific knowledge (facts), and 'U' is the explanation (understanding). In Geography we **measure** things by SEEing (social, economic, environmental) the world through time (short-term, long-term) and space (small-scale, large-scale)
2) For **2-mark explain** or **suggest** questions: point > develop
3) For **3-mark explain** questions: point > develop > double-develop
4) For **4-mark explain** questions: point > develop > double-develop > triple-develop (tell it like a story, with 'firstly' to get started)
5) Study the resource carefully. If it says 'Using the figure' – USE IT!

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# French

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## Resources:

1) CGP revision guides and workbook

2) Memrise courses

3) Sentence builders in books and knowledge organisers

## Exam content:

| Topic | Revised (date & time) | Self-quizzed (date & time) |
|---|---|---|
| Theme 1: identity and culture | | |
| Relationships with family and friends | | |
| Free time activities including technology, cinema, music, role models | | |
| Theme 2: national and international places of interest | | |
| Holidays: holiday activities and destinations | | |
| Booking and describing accommodation | | |
| Future plans: where you would like to go / do | | |
| Narrating past events: what you did on holiday, what it was like | | |
| The best and the worst | | |
| Comparisons | | |
| Description of a picture | | |

**Listening, Reading and writing papers on above topics**

**Subject specific top tips:**

- In writing, remember to develop your writing using connectives, use justified opinions and include three tenses and complex phrases such as comparisons, the good thing is that… the best was…
- Make sure you can use connectives (et, mais, aussi, cependant), opinions, present tense, irregular verbs 'avoir' and 'être', simple past tense phrases such as je suis allé…, simple future tense phrases such as je voudrais aller… je vais aller…
- Learn key question words so that you understand the 90 word task as the bullet points will be in French.

# Spanish

# Resources:

1) CGP revision guides and workbook

2) Memrise courses

3) Sentence builders in books and knowledge organisers

# Exam content:

| Topic | Revised (date & time) | Self-quizzed (date & time) |
|---|---|---|
| Theme 1: identity and culture | | |
| Relationships with family and friends | | |
| Free time activities including technology, cinema, music, role models | | |
| Theme 2: national and international places of interest | | |
| Holidays: holiday activities and destinations | | |
| Booking and describing accommodation | | |
| Future plans: where you would like to go / do | | |
| Narrating past events: what you did on holiday, what it was like | | |
| The best and the worst | | |
| Comparisons | | |
| Description of a picture | | |

**Listening, Reading and writing papers on above topics**

**Subject specific top tips:**

- In writing, remember to develop your writing using connectives, use justified opinions and include three tenses and complex phrases such as comparisons, the good thing is that… the best was…
- Make sure you can use connectives (y, pero, también, sin embargo), opinions, present tense, irregular verbs 'hacer' and 'jugar', simple past tense phrases such as fui a… fue divertido, simple future tense phrases such as me gustaría ir a….voy a visitar…
- Learn key question words so that you understand the 90 word task as the bullet points will be in Spanish.

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# Art

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## Resources:

1) Writing guides

2) Sketchbooks

3) Sketchbook task checklist

## Exam content: You will be assessed against AO1 and AO2.

| Check points within your sketchbook | Checked and confirmed within your sketchbook |
|---|---|
| I have research artists, art movements that are applicable to my theme and subtheme. | |
| I have used a range of materials and techniques within my work | |
| I have annotated all work I have done in my sketchbook. | |
| I have taken my own photographs throughout my sketchbook and have used these clearly as references. | |
| I can justify my reasons for my material and technique choices with a clear view of who they have been inspired by. | |
| I have at researched at least four artists. | |
| I have clearly presented all pages in my sketchbook and have no loose pages. | |

# Business

**Resources:**

1) BBC Bitesize

2) Revision Guide Booklet

3) Refer to GCSE Business Structure Guide


**Exam Content:**

| Topic / Skill | Revised (date & time) | Self-quizzed (date & time) |
|---|---|---|
| Definition of a business | | |
| Interest rates | | |
| Types of business ownership and their benefits | | |
| Stakeholders | | |
| Entrepreneur | | |
| Employment law | | |
| Business objectives | | |
| Impact of Ecommerce on business | | |
| Impact of social media on business | | |
| Impact of paying staff above minimal wage | | |

**Subject specific top tips:**

- 6 mark: Business areas fully analysed *(link your answers back to specific aspects of the case study)*
- 9 mark: Business areas fully analysed *(link your answers back to specific aspects of the case study)*
- 12 mark: Interdependent nature of business areas fully analysed AND draws together several functional areas of business *(link your answers back to specific aspects of the case study)*

| Assessment Objective | Command word | Demonstrated by |
|---|---|---|
| **AO1** *2, 4 and 12 mark responses* | Identify, list, state, give, describe, what is meant by, define | Showing understanding & describing what terms mean |
| **AO2** *6-9 mark responses* | Explain | Applying knowledge to the context of the question |
| **AO3** *6, 9 and 12 mark responses* | Analyse<br><br>Evaluate<br>Advise, recommend | Explaining meaning, impact and consequences in a sequence<br>Making a judgement build on prior analysis<br>Analyse options & make judgement explaining why X may outweigh Y |

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# Drama

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## Resources:

1) Practitioner workshops, research and worksheets on Brecht, Verbatim and Frantic Assembly

2) Checklist/reminder of practitioner devices

3) Level 9 GCSE Portfolio

## Exam content:

| **Check points within your practical/written work** | **Checked and confirmed within your portfolio** |
|---|---|
| I have used my research on the practitioners to inform my ideas for my devised performance | |
| I have used a range of naturalistic *and non-naturalistic* methods (e.g. breaking fourth wall/narration/ stepping out of character) to create a meaningful performance with a clearly communicated message | |
| I have suggested ideas to my group as to how to employ the techniques of Brecht, Verbatim and physical theatre to create clear meaning for my audience. | |
| I can **justify** my reasons for our choices with a clear view of how we aimed to affect our **audience** | |
| I have based my drama on actual testimony that my group has sourced to represent actual people's opinions | |
| I have written about my work, outlining clearly to describe my methods, analyse my reasons and evaluating my success of whether I was successful in what I set out to achieve. | |
| I have included i**mages** from:<br>• my research (can be pasted from online)<br>• our rehearsal process (e.g. diagram of scene outline/script /staging/still image/initial group brainstorm/planning diagrams) | |

# GCSE DT - Textiles

## Resources:

- SENECA
- Past paper on teams
- Revision Guide Booklet
- Masterclass
- Revision lessons

### Exam content:

| Topic / Skill | Revised | Tested | Exam Ready |
|---|---|---|---|
| **Core knowledge and understanding** | | | |
| • 1.1.1 Industry | | | |
| • 1.1.2 Enterprise | | | |
| • 1.1.3 Sustainability | | | |
| • 1.1.4 People | | | |
| • 1.1.5 Culture & Society | | | |
| • 1.1.6 Environment | | | |
| • 1.7 Production Techniques & Systems | | | |
| • 1.1.8 Types of Production | | | |
| • 1.1.9 Manufacturing Systems | | | |
| • 1.1.10 Emerging Technologies & Design | | | |
| • 1.1.11 End of Topic Test - New & Emerging Technologies | | | |

**COMPONENT 1 DESIGN AND TECHNOLOGY IN THE 21st CENTURY**

**Component 1: Design and Technology in the 21st Century Written examination:**

**Time 2 hours**

**Worth 50% of qualification**

A mix of short answer, structured and extended writing questions assessing your knowledge and understanding of:

• technical principles

• designing and making principles along with their ability to

• analyse and evaluate design decisions and wider issues in design and technology

**Revision tasks to complete in Seneca**

### Subject specific top tips:

**Question 6- you complete the Fashion, Textiles and Fibre section.**

# Food Preparation and Nutrition

## Resources:

1) Revision checklist
2) Exercise books
3) Knowledge organisers
4) Revision booklet

## Exam content:

| Topic / Skill | Revised (date & time) | Self-quizzed (date & time) |
|---|---|---|
| **Principles of nutrition**<br>• Functions and sources of Macronutrients<br>• Functions and sources of Micronutrients | | |
| **Diet and good health**<br>• The "Eatwell guide"<br>• Nutritional analysis<br>• Food choices | | |
| **Food science**<br>• Bread making<br>• Raising agents<br>• Food spoilage | | |
| **Cooking and preparation**<br>• Factors affecting food choice<br>• Preparation and cooking techniques | | |
| **Commodities**<br>• Bread | | |
| **Extended writing**<br>Use prior knowledge of a specific topic to write a detailed and concise response. | | |

**Subject specific top tips:**

- **Marks for each question are shown in brackets**
- **The total mark for the paper is 100**
- **Section A questions are based on stimulus material. (Look for clues in the images)**
- **Section B questions are a mixture of structured, short and extended response questions.**
- **Identify the command words in each question in order to understand what you have been asked to do**
- **The quality of extended responses will be marked, so use correct spelling, grammar and punctuation**

**Seneca learning have a range tools to help revise for the exam**
**https://www.senecalearning.com/blog/gcse-food-preparation-nutrition-revision/**

**BBC bite size has revision materials for GCSE Food Preparation and Nutrition along with exam techniques to help you and your parents https://www.bbc.com/bitesize/subjects/zdn9jhv**

**WJEC EDUQAS GCSE Food Preparation and Nutrition Exam Question Practice Workbook Paperback can be purchased on Amazon £4.98**

# ICT – Creative iMedia

**Resources:**

1) Past papers

2) Revision Guide Booklet

**Exam content:**

| Topic / Skill | Revised | Tested | Exam Ready |
|---|---|---|---|
| **LO1 - The purpose, uses and content of different preproduction documents** | | | |
| Mood Boards | | | |
| Mind maps/spider Diagram | | | |
| Visualisation diagrams | | | |
| Storyboards | | | |
| Scripts | | | |
| **LO2 – Be able to plan pre-production** | | | |
| Interpreting Client requirements | | | |
| Using Research | | | |
| Producing work plans and production schedules | | | |
| Categorising the target audience | | | |
| Hardware, software, and techniques for pre productions | | | |
| Legislation in creative media production | | | |
| **LO3 – Be able to produce pre-production documents** | | | |
| Creating a Mood board | | | |
| Creating a mind map/Spider diagram | | | |
| Creating a visualisation diagram | | | |
| Creating storyboard | | | |
| Analysing a Script | | | |
| File formats and their properties | | | |
| **LO4 – Be able to review pre – production documents** | | | |
| How to review pre-production documents | | | |
| How to identify areas for improvements | | | |

**Subject specific top tips:**

**6 Mark Question Structure "Explain ONE benefit……."**

- **Point**
- **Analyse**
- **Analyse**

**9 Mark Question Structure**

- **(Paragraph 1) - Argument FOR**
- **(Paragraph 2) - Argument AGAINST**
- **(Paragraph 3) - Evaluation**

**12 Mark Question Structure**

- **(Paragraph 1) - Definition**
- **(Paragraph 2) - Argument FOR**
- **(Paragraph 3) - Argument AGAINST**
- **(Paragraph 4) - Evaluation**

# Music

## Resources

1) Your instrument and Logic Pro
2) Blue music folder with set works
3) Homework/practice diary

## Exam content:

| Topic / Skill | Revised (date & time) | Self-quizzed (date & time) |
|---|---|---|
| **Performance:** | | |
| **Technique** | | |
| **Expression and interpretation** | | |
| **Accuracy and fluency** | | |
| **Listening Paper**<br>**8 Question including 2 setworks** | | |
| **Organisation of pitch** | | |
| **Tonality** (Major, minor, modal) | | |
| **Structure** (Binary, ternary, rondo) | | |
| **Tempo** (Speed markings) | | |
| **Dynamics** (Loud soft) | | |
| **Instrumentation** | | |
| **Melodic devices** (Ornamentation) | | |
| **Texture** (Textural contrasts) | | |

## Subject specific top tips:

1) Practice your performance piece and composition every day
2) Listen to your set works on iTunes, Spotify, Soundcloud or YouTube
3) Be familiar with the scores and what's happening at each part

# PE

**Resources:**

1. PE  Exercise Books
2. CGP PE Revision Guide (Book)
3. Paper 1 Home Learning Booklet (Paper)
4. PE Everlearner - www.theeverlearner.com (Online Platform)

## Exam content:

| Anatomy & Physiology Unit | | | |
|---|---|---|---|
| **Topic** | **Checklist** | **Revision Guide Page** | **Revised Y / N** |
| Skeletal System | ✓ Can you locate the major bones?<br>✓ Can you explain the functions on the skeletal system?<br>✓ Do you know the different bone structures and their functions in sport i.e. flat bones enable protection? | Pages 1-4 | |
| Synovial Joints and Types of Joints | ✓ Can you identify the features of a synovial joint?<br>✓ Can you explain their functions in preventing injury?<br>✓ Do you know where the hinge and ball and socket joints can be found and what types of movement occurs at each? | Pages 1-4 | |
| Muscles | ✓ Can you locate the major muscles?<br>✓ Do you how the muscle pairs and how they cause movement to occur (agonist and antagonist muscles).<br>✓ Do you know the different types of muscle contractions and give sporting examples? | Pages 5-6 | |
| Respiratory System | ✓ Can you name the air passages, and do you know the order of the air pathway?<br>✓ Can you describe gaseous exchange, and do you know the features of the alveoli?<br>✓ Can you explain the mechanics of beathing during exercise?<br>✓ Do you know the four different lung volumes and how they change during exercise? | Pages 9,10 | |
| Cardiovascular System | ✓ Do you know the structure and functions of the blood vessels?<br>✓ Do you know the how the body redistributes blood (vasodilation and vasocontraction?<br>✓ Can you label the heart?<br>✓ Can you explain the pathway of blood through the heart during the cardiac cycle?<br>✓ To be able to define cardiac output and its components (stroke volume and heart rates). | Pages 7,8 | |
| Energy & Recovery | ✓ Do you know the definition of anaerobic and aerobic exercise and can you give sporting examples for each?<br>✓ Can you define EPOC and explain why this happens?<br>✓ Can you evaluate the four different methods of recovery? | Page 11 | |
| Effects of Exercise | ✓ Can you describe the immediate and short term (24-36 hours) effects of exercise?<br>✓ Can you describe the long-term effects of exercise? | Pages 12-15 | |