

# **Year 10**







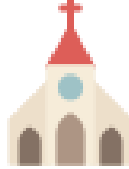





# **Revision Booklet**

# **Mid-Year Exams**

# **January 2025**

Please use the hyperlinks below to access each revision list.

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<b><u>English</u></b> 	<b><u>Maths</u></b> 	<b><u>Science</u></b> 	<b><u>Geography</u></b> 
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<b><u>French</u></b> 	<b><u>Spanish</u></b> 	<b><u>PE</u></b> 	<b><u>Citizenship</u></b> 
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**Revising means going back to material you have already learned in class to:**

**Make sure you understand it  
Memorise it**

**Here are 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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# Year 10 Assessment Timetable

<b>Week A</b>	<b>Monday 13<sup>th</sup> Jan</b>	<b>Tuesday 14<sup>th</sup> Jan</b>	<b>Wednesday 15<sup>th</sup> Jan</b>	<b>Thursday 16<sup>th</sup> Jan</b>	<b>Friday 17<sup>th</sup> Jan</b>
P1	<b>Maths Foundation 60 mins</b>  <b>Maths Higher – Higher - 90 mins</b>  <b>Theatre space</b>	<b>Chemistry - 60 mins</b>  <b>Theatre space</b>	<b>French reading &amp; listening</b>  <b>Various rooms</b>	<b>English Lang Paper 1 – 1hr 45 mins</b>  <b>Theatre space</b>	<b>Physics- 60 mins</b>  <b>Theatre space</b>
P2					
<b>Classes</b>	Whole cohort	Whole cohort	All French students	Whole cohort	Whole cohort
<b>Tutor time</b>					
<b>Break</b>					
P3	<b>RE – 65 mins</b>  <b>Theatre space</b>	<b>English Lit – A Christmas Carol – 50 mins</b>  <b>Theatre space</b>		<b>History (Migrants in Britain) – 1hr 20 mins</b>  <b>Geography – 1hr 30 mins</b>  <b>Theatre space</b>	<b>Citizenship –</b>  <b>Theatre space</b>
P4					
<b>Classes</b>	Whole cohort	Whole cohort		Whole cohort	B band
<b>Lunch</b>					
P5	<b>Biology - 60 mins</b>  <b>Theatre space</b>	<b>Drama DNA &amp; Live Theatre Paper – 1hr 40 mins</b>  <b>Theatre space</b>	<b>Spanish reading and listening</b>  <b>Various rooms</b>	<b>French &amp; Spanish writing</b>  <b>Theatre space</b>	<b>GCSE PE (Movement analysis and Anatomy and Physiology) – 1hr 15 mins</b>
P6					
<b>Classes</b>	Whole cohort	Drama students	All Spanish students	All French & Spanish students	PE students

# Weekly revision planner

	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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## Resources:

- 1) English Language Paper 1 Revision Pack
- 2) Exercise books containing teacher writing feedback + targets
- 3) Lessons on Teams for Language Paper 1 + A Christmas Carol

## Exam content:

**Students will have 1 hour, 45 mins to complete Language Paper 1. Students will have 50mins to complete A Christmas Carol essay question.**

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Plot, events and characters of A Christmas Carol		
A Christmas Carol key themes: social responsibility, charity, family/community, greed, supernatural		
Essay structure		
AQA Assessment Objectives		
Language Paper 1: Q2 close Language analysis		
Language Paper 1: Q3 whole text structure analysis		
Language Paper 1: Q4 evaluation. Forming an argument in response to a statement, back by evidence and language analysis		
Language Paper 1: Q5 Write a well structured story that features the 4 Ss: Setting, Someone, Something, Solution		
Language Paper 1: Q5 Effective characterisation		
Language Paper 1: Q5 Effective description and figurative language		

### 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



## Resources:

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

## Exam content:

Topic / Skill	Hegarty Maths Clips	Revised (date & time)	Self-quizzed (date & time)
Solving equations and rearranging formulae	U755, U325, U870, U505, U556, U221, U373		
Linear Graphs	U789, U741, U933, U889, U638, U669, U315, U377, U477, U848, U862		
Linear Simultaneous Equations	U760, U757, U836, U137		
Volume 2	U786, U174, U915, U484, U116, U617, U426, U350, U543		
Compound Measures	U914, U462, U896, U902, U388, U248, U468, U151, U256, U403, U910, U527		
Quadratics – graphical	U989, U667, U601, U178, U963		
Quadratics - algebraic	U228		
Solving equations and rearranging formulae	U755, U325, U870, U505, U556, U221, U373		

## 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  $4.7 \times 6.2$ ” Don’t work out exactly but round up the numbers and then tell me the answer i.e.  $5 \times 6 = 30$
- 4) READ, READ and READ the question!!!
- 5) Show all working for all the questions.

## Year 10 Science

Scientific content: <b>Biology</b>			Sparx code	Practiced	Mastered
Title	Topic	Sub-topic			
<b>B1 Cell biology</b>	4.1.1 Cell structure	4.1.1.1 Eukaryotes and prokaryotes	R489/R883		
		4.1.1.2 Animal and plant cells	R220/R976		
		4.1.1.2 Required practical 1: Microscopy	R132		
		4.1.1.3 Cell specialisation	R220/R976		
		4.1.1.4 Cell differentiation	R509		
		4.1.1.5 Microscopy	R878		
		4.1.1.6 Culturing microorganisms <b>(biology only)</b>	R308		
		4.1.1.6 Required practical 2: Microbiology <b>(biology only)</b>	R611		
	4.1.2 Cell division	4.1.2.1 Chromosomes	R258		
		4.1.2.2 Mitosis and the cell cycle	R368		
		4.1.2.3 Stem cells	R478		
	4.1.3 Transport in cells	4.1.3.1 Diffusion	R264		
		4.1.3.2 Osmosis	R949		
		4.1.3.2 Required practical 3: Osmosis	R110		
		4.1.3.3 Active transport	R786		



# Chemistry

Scientific content			Sparx Code	Practiced	Mastered
Title	Topic	Sub-topic			
<b>C1</b> <b>Atomic structure and the periodic table</b>	4.1.1 A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes	4.1.1.1 Atoms, elements and compounds	R447		
		4.1.1.2 Mixtures	R616/R550		
		4.1.1.3 Development of the model of the atom (common content physics)	R793		
		4.1.1.4 Relative electrical charges of subatomic particles	R945		
		4.1.1.5 Size and mass of atoms	R646		
		4.1.1.6 Relative atomic mass	R646		
		4.1.1.7 Electronic structure	R293		
	4.1.2 The periodic table	4.1.2.1 The periodic table	R684		
		4.1.2.2 Development of the periodic table	R842		
		4.1.2.3 Metals and non-metals	R468		
		4.1.2.4 Group 0	R572		
		4.1.2.5 Group 1	R925/R406		
		4.1.2.6 Group 7	R580/R715/R640		
	4.1.3 Properties of transition metals (chemistry only)	4.1.3.1 Comparison with Group 1 elements			
4.1.3.2 Typical properties		R843			

# Physics

Scientific content			Sparx code	Practiced	Mastered
Title	Topic	Sub-topic			
<b>P1 Energy</b>	4.1.1 Energy changes in a system, and the ways energy is stored before and after such changes	4.1.1.1 Energy stores and systems	R393/R180		
		4.1.1.2 Changes in energy	R704/R802/		
		4.1.1.3 Energy changes in systems	R751/R544		
		4.1.1.3 Required practical 1: Specific heat capacity	R251		
		4.1.1.4 Power	R602		
	4.1.2 Conservation and dissipation of energy	4.1.2.1 Energy transfers in a system	R180/R606/R384/R996		
		4.1.2.1 Required practical 2: Thermal insulation	R312		
		4.1.2.2 Efficiency	R666/R593		
	4.1.3 National and global energy	4.1.3.1 National and global energy resources	R911/R476		

# Mathematical skills

Mathematics skills			Sparx code	Practiced	Mastered
	Topic	Sub-topic			
<b>Students will be required to demonstrate the following mathematics skills.</b>	Arithmetic and numerical computation	Recognise and use expressions in decimal form			
		Recognise and use expressions in standard form	R778		
		Use ratios, fractions and percentages	R502/R100		

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		Make estimates of the results of simple calculations	R921		
Handling data		Use an appropriate number of significant figures	R471		
		Find arithmetic means	R414		
		Construct and interpret frequency tables and diagrams, bar charts and histograms	R235		
		Understand the principles of sampling as applied to scientific data			
		Understand simple probability			
		Understand the terms mean, mode and median	R414		
		Use a scatter diagram to identify a correlation between two variables	R148		
		Make order of magnitude calculations			
	Algebra		Understand and use the symbols: =, <, <<, >>, >, $\alpha$ , $\sim$		
		Solve simple algebraic equations	R185/R340		
Graphs		Translate information between graphical and numeric form			
		Understand that $y = mx + c$ represents a linear relationship			
		Plot two variables from experimental or other data			
		Determine the slope and intercept of a linear graph			
Geometry and trigonometry		Calculate areas of triangles and rectangles, surface areas and volumes of cubes	R232/R359		

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## Resources:

- 1) Exercise book
- 2) CGP revision guide p.2-32
- 3) SenecaLearning.com

## Exam content:

Topic / Skill	Revised (date & time)	Self-quiz (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 & Nargis		
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		

## 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!



## 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 <i>and non-naturalistic</i> methods (e.g. breaking fourth wall/narration/ stepping out of character) to create a meaningful performance with a <u>clearly communicated message</u>	
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 <b>justify</b> my reasons for our choices with a clear view of how we aimed to affect our <b>audience</b>	
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 <b>images</b> from: <ul style="list-style-type: none"> <li>• my research (can be pasted from online)</li> <li>• our rehearsal process (e.g. diagram of scene outline/script /staging/still image/initial group brainstorm/planning diagrams)</li> </ul>	



## Resources:

- 1) Your exercise book and Knowledge Organisers, PLC (checklists), timelines, printed revision booklets
- 2) Seneca Learning
- 3) Revision guide and [www.reviseonline.pearson.com](http://www.reviseonline.pearson.com)

## Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
<b>Paper 1 Migrants in Britain and case study, Notting Hill</b>		
<b>Reasons</b> why people migrated to Britain c800-present, including government (laws, freedoms, taxes), economy and trade (e.g., opportunities for work, connections with the rest of the world, forced migration), religion (e.g., safety from persecution for Huguenots and Russian Jews) and attitudes in society (welcome or prejudice)		
<b>Experiences</b> of migrants, including successful invasions (e.g. Vikings and Normans), welcome (e.g., of Jewish financiers and Italian bankers, empire migrants during C20th), anti-Semitism and prejudice (e.g. expulsion of Jews in 1290, anti-Irish attitudes in 1800s), successful businesses (e.g., many Huguenots), work (e.g., Indian and African migrants).		
<b>Impact</b> of migrants, including on the environment, language, place names, religion and culture, the economy.		
<b>Caribbean migrants in Notting Hill, c1945-70.</b> Reasons for migration, experiences, and impact.		

## Subject specific top tips:

### Paper 1 – Migrants in Britain

#### Section A (Notting Hill)

1. Q1 - Describe two features (4-marks). Structure: name a feature, add a detail (2 sentences for each feature)
2. Q2(a) – Usefulness of sources (8-marks). Look at the **CONTENT** of each source, explain how it is useful for the enquiry. Then the **CAPTION** (provenance). Use what you know about migrants in Notting Hill to judge how useful the sources are for the enquiry.
3. Q2(b) – Follow up the source (4 marks). Choose a detail then link to a question. The best sources to use are usually the West Indian Gazette or police records.

#### Section B (Migrants in Britain c800-present)

4. You must learn the **chronology** of the key periods and know when different migrant groups arrived in Britain. Make flash cards for all four periods and test yourself.

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5. **Case studies** – learn these so that you can include SPED knowledge in your answers (statistics, people/places, events and dates).
6. Q3 – Explain one way...(4-marks). Similarity or difference. Read the question very carefully! Give details for BOTH periods.
7. Q4 – Explain why...(12-marks). Write about three reasons, explaining each one using PEEL paragraphs (Point, Evidence, Explain, Link back to the question)
8. Q5/6 – How far do you agree...? (16-marks + 4 SPaG). Choose **one** question. Look out for questions about reasons/factors, these are usually easier than experiences or impact questions! Think about both sides of the argument and PLAN before you write. Reach a judgement (conclusion) ‘mostly agree/mostly disagree’.



## Resources:

- 1) Exercise books
- 2) Assessment mind map

## Exam content:

Paper 1:  
Unit 1 Christian Beliefs

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
<b>Unit 1 Christian Beliefs</b>		
The Trinity		
The creation		
The incarnation		
The last days of Jesus' life		
Atonement and Salvation		
Life after death		
The problem of evil and suffering		

## 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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## Resources

- 1) Your instrument and Logic Pro
- 2) Blue music folder and workbook with your notes from appraising lessons
- 3) Homework

## Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
<b>Performance:</b>		
<b>Technique</b> (ensure you play using the correct techniques)		
<b>Expression and interpretation</b> (ensure you play/sing confidently and in style with the song chosen)		
<b>Accuracy and fluency</b> (No hesitations and all notes correct)		
<b>Listening Paper</b> <b>Questions regarding the Elements of Music (MAD TSHIRT) and Unit 4: Popular Music</b>		
<b>Melody</b> (conjunct, disjunct, ascending, descending, pentatonic, range of notes)		
<b>Articulation</b>		
<b>Dynamics</b> (Loud soft)		
<b>Tempo</b> (Speed markings)		
<b>Structure</b> (Binary, ternary, rondo)		
<b>Harmony</b> (Major, minor, modal)		
<b>Instrumentation</b> (What's the role of different instruments?)		

<b>Rhythm</b> (on the beat, syncopation)		
<b>Melodic devices</b> (Ornamentation)		
<b>Texture</b> (Textural contrasts)		
<b>Pop</b>		
<b>Rock</b>		
<b>Fusion</b>		
<b>Bhangra</b>		

## Subject specific top tips:

- 1) Practice your performance piece every day
- 2) Find some lunch or after school time to work on your composition on Logic Pro in A222.
- 3) Revise notes from lessons – take your folder home!
- 4) Be familiar with the scores and how to read them
- 5) Ask your teacher for extra exam questions to practice on.



## Resources:

- 1) Classbook
- 2) Languagenut courses and homework
- 3) Sentence builders in books and knowledge organisers

## Exam content:

Topic	Revised (date & time)	Self-quizzed (date & time)
<b>Lifestyle, media and technology</b>		
Sub-topics: Sports, social media pros and cons, role models, film and TV preferences		
<b>My personal world:</b> family and relationships		
Family members, descriptive vocabulary related to physical and personal description		
How you get along with someone and why		
<b>Grammar:</b>		
Using the present, past and future including irregular verbs		
Using comparison sentences		
Recognising direct object pronouns e.g. le/la/l' / les		
Describing a photo		
Dictation activities – sound symbol correspondance		

### 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...

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## Resources:

- 1) Class book
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## Exam content:

Topic	Revised (date & time)	Self-quizzed (date & time)
<b>Lifestyle, media and technology</b>		
Sub-topics: Sports, social media pros and cons, role models, film and TV preferences		
<b>My personal world:</b> family and relationships		
Family members, descriptive vocabulary related to physical and personal description		
How you get along with someone and why		
<b>Grammar:</b>		
Using the present, past and future including irregular verbs		
Using comparison sentences e.g. más, menos, mejor...		
Recognising direct object pronouns e.g lo, la, los, les		
Describing a photo		
Dictation activities		

### 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...



**Paper 1 Exam Date:**

**Resources:**

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

<b>Anatomy &amp; Physiology Unit</b>			
<b>Topic</b>	<b>Checklist</b>	<b>Revision Guide Page</b>	<b>Revised Y / N</b>
Skeletal System	<ul style="list-style-type: none"> <li>✓ Can you locate the major bones?</li> <li>✓ Can you explain the functions on the skeletal system?</li> <li>✓ Do you know the different bone structures and their functions in sport i.e. flat bones enable protection?</li> </ul>	Pages 1-4	
Synovial Joints and Types of Joints	<ul style="list-style-type: none"> <li>✓ Can you identify the features of a synovial joint?</li> <li>✓ Can you explain their functions in preventing injury?</li> <li>✓ Do you know where the hinge and ball and socket joints can be found and what types of movement occurs at each?</li> </ul>	Pages 1-4	
Muscles	<ul style="list-style-type: none"> <li>✓ Can you locate the major muscles?</li> <li>✓ Do you know how the muscle pairs and how they cause movement to occur (agonist and antagonist muscles).</li> <li>✓ Do you know the different types of muscle contractions and give sporting examples?</li> </ul>	Pages 5-6	
Respiratory System	<ul style="list-style-type: none"> <li>✓ Can you name the air passages, and do you know the order of the air pathway?</li> <li>✓ Can you describe gaseous exchange, and do you know the features of the alveoli?</li> <li>✓ Can you explain the mechanics of breathing during exercise?</li> <li>✓ Do you know the four different lung volumes and how they change during exercise?</li> </ul>	Pages 9,10	
Cardiovascular System	<ul style="list-style-type: none"> <li>✓ Do you know the structure and functions of the blood vessels?</li> <li>✓ Do you know how the body redistributes blood (vasodilation and vasoconstriction)?</li> <li>✓ Can you label the heart?</li> <li>✓ Can you explain the pathway of blood through the heart during the cardiac cycle?</li> <li>✓ To be able to define cardiac output and its components (stroke volume and heart rates).</li> </ul>	Pages 7,8	
Energy & Recovery	<ul style="list-style-type: none"> <li>✓ Do you know the definition of anaerobic and aerobic exercise and can you give sporting examples for each?</li> <li>✓ Can you define EPOC and explain why this happens?</li> <li>✓ Can you evaluate the four different methods of recovery?</li> </ul>	Page 11	
Effects of Exercise	<ul style="list-style-type: none"> <li>✓ Can you describe the immediate and short term (24-36 hours) effects of exercise?</li> <li>✓ Can you describe the long-term effects of exercise?</li> </ul>	Pages 12-15	

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## Resources:

- 1) Your exercise book
- 2) Seneca Learning

## Exam content:

- What are the key principles and values in British society today?
- How are identities created?
- How are identity debates impacted?
- How does changes and movement of population impact communities?
- What is mutual respect and understanding in a diverse society?
- What rights, responsibilities and role does the media have?

## Keywords:

British Values  
Democracy  
Individual liberty  
Rule of law  
Tolerance  
Multiculturalism  
Discrimination  
National identity  
Migration  
New media  
Mass media  
Censorship  
Trade unions  
Councillor  
Pressure group  
Petition  
Non-governmental organisation (NGO)  
Mediation