



## Year 10 Revision Information

### Art

Over the next few weeks you will start your new project: Marine.  
We will begin with Assessment objective 3: Recording observations. This involves doing practical work using found imagery from the internet or your own photos.

Research, collect or take photos five Marine themed items to be used in your exam.

Decide what media you will use for your each image:

1. Pencil
2. Acrylic
3. Watercolour
4. Pen
5. Pencil crayon

Print each item on A4 in colour.

Please use the printer in Art if you want clear sharp imagery.

Prior to the exam you will be able to sketch out the outline of your images to build your own composition. During the exam you will apply the mediums to complete. You may want to practice using each of the media to help you!

### Business

The exam will be 1 hour 45 minutes long and cover any range of topics from the course content information below. All of these units have been covered in the classroom so students can use their exercise books, revision guides and Seneca online learning to revise.

#### 3.1.2 Business ownership

Content Additional information

- Purpose of business
- Reasons for starting a business
- Basic functions and types of business
- Business enterprise and entrepreneurship
- Dynamic nature of business

#### 3.1.2 Business ownership

Content Additional information

- Sole traders
- Partnerships
- Private limited companies (ltd)
- Public limited companies (plc)
- Not-for-profit organisations

#### 3.1.3 Setting business aims and objectives

Content Additional information

- What are business aims and objectives
- Purpose of setting objectives
- Role of objectives in running a business
- Changing objectives
- Use of objectives in judging success

#### 3.1.4 Stakeholders

Content Additional information

- Main stakeholders of businesses



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- Objectives of stakeholders
- Impact of business activity on stakeholders
- Impact and influence stakeholders have on businesses

### 3.1.5 Business location

Content Additional information

Factors influencing the location decision of a business

### 3.1.6 Business planning

Content Additional information

- The purpose of business planning
- The main sections within a business plan
- Basic financial terms
- Basic financial calculations

### 3.1.7 Expanding a business

Content Additional information

- Methods of expansion
- Benefits and drawbacks of expansion
- Economies of scale
- Diseconomies of scale

### 3.2.1 Technology

Content Additional information

- E-commerce
- Digital communication

### 3.2.2 Ethical and environmental considerations

Content Additional information

Ethical considerations

Environmental considerations:

- impact on traffic congestion
- recycling
- disposing of waste
- noise and air pollution.

Sustainability:

- global warming
- using scarce resources.

### 3.2.3 The economic climate on businesses

Content Additional information

- Interest rates:
  - o how fluctuating interest rates can affect businesses that rely on overdrafts and loans for finance
  - o how fluctuating interest rates can affect consumer and business spending.
- Level of employment
- Consumer spending

### 3.2.4 Globalisation

Content Additional information

How UK businesses compete internationally, offering:

- better designs
- higher quality products at lower prices.

Exchange rates



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### 3.2.5 Legislation

Content Additional information

- Employment law
- Health and Safety law
- Consumer law

### 3.2.6 Competitive environment

Content Additional information

- Impact on businesses of operating in competitive markets
- Uncertainty and risks businesses face

### 3.3.1 Production processes

Content Additional information

Methods of production:

- job
- flow.

Efficiency in production:

- lean production
- just in time (JIT).

### 3.3.2 The role of procurement

Content Additional information

Managing stock:

- Just in time (JIT)
- Just in case (JIC).

Factors affecting choice of suppliers including:

- price
- quality
- reliability.

The effects of procurement and logistics on a business, including:

- efficiency
- lower unit costs.

The value of effective supply chain management, including:

- working with suppliers to ensure that key processes are running efficiently and cost effectively
- getting goods and services for the best price and value
- cutting any waste and unnecessary costs to create a streamlined process and fast production times.

### 3.3.3 The concept of quality

Content Additional information

Consequences of quality issues

Methods of maintaining consistent quality: Total quality management (TQM)

Costs and benefits of maintaining quality:

- additional sales
- image/reputation
- higher price
- inspection costs
- staff training
- product recalls
- the provision of services.



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### 3.3.4 Good customer services

Content Additional information

Methods of good service:

- product knowledge
- customer engagement (creating a positive experience for the customer)
- post sales services (eg user training, help lines, servicing).

Benefits of good customer service, including:

- increase in customer satisfaction
- customer loyalty
- increased spend
- profitability.

Dangers of poor customer service, including:

- dissatisfied customers
- poor reputation via word of mouth
- reduction in revenue.

The ways in which advances in ICT have allowed customer services to develop:

- websites
- e-commerce
- social media.

## Computer Science

Students will need to revise

- 3.1 Fundamentals of algorithms
- 3.3.1 Number bases
- 3.3.2 Converting between number bases
- 3.3.3 Units of information
- 3.3.4 Binary arithmetic
- 3.3.5 Character encoding
- 3.3.6 Representing images
- 3.3.7 Representing sound
- 3.4 Computer systems
- 3.4.1 Hardware and software
- 3.4.2 Boolean logic

## Drama

Students will be assessed on their practical C2 mock performances of *DNA* so should spend time learning their lines and rehearsal.

They will also sit a written C3 exam. They should revise their theory work on the play *DNA* using class notes, past exam questions and their CGP "*DNA* Study Guide".

## Economics

### GCSE Economics (OCR)

Below is a list of topics which are anticipated to have been covered by the date of the Y10 exam, and so may be included on the examination. There will be no questions from content which has not yet been covered. The exam will be a 90 minute assessment mapped to the same format as the final GCSE exams.



# Year 10 Revision Information

Suggested revision resources:

- The OCR Textbook from chapter 1.1 to 2.6 inclusive.
- The Knowledge workbook up to 2.6
- Students' own notes

## 1. Introduction to Economics

### 1.1 Main economic groups and factors of production

- explain the role of the main economic groups: consumers, producers and the government, including their interdependence
- explain the factors of production: land, labour, capital and enterprise, including how they might be combined

### 1.2 The basic economic problem

- explain what is meant by scarce resources and unlimited wants
- explain the economic problem, including the questions of how resources should be allocated, what, for whom and how goods and services should be produced
- explain what is meant by opportunity cost
- evaluate the costs and benefits of economic choices, including the impact on economic, social and environmental sustainability

## 2. The role of markets and money

### 2.1 The role of markets

- explain what is meant by a market
- explain the features of the primary, secondary and tertiary sectors, including the difference between the production of products and services
- explain the difference between factor and product markets, including their interdependence
- define specialisation and exchange in markets
- evaluate the costs and benefits of specialisation and exchange in markets including for producers, workers, regions and countries

### 2.2 Demand

- explain what is meant by demand
- draw and explain a demand curve using data, including individual and market demand
- draw shifts of, and movements along, the demand curve
- analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the demand curve
- explain price elasticity of demand
- draw demand curves of different elasticity
- evaluate the importance of price elasticity of demand for consumers and producers

### 2.3 Supply

- explain what is meant by supply
- draw and explain a supply curve using data, including individual and market supply
- draw shifts of, and movements along, the supply curve
- analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the supply curve
- explain price elasticity of supply
- draw supply curves of different elasticity
- evaluate the importance of price elasticity of supply for consumers and producers

### 2.4 Price

- explain price as a reflection of worth and its role in determining an efficient distribution of resources



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- explain what is meant by equilibrium price and quantity
- draw and analyse the interaction of demand and supply
- explain the role of markets in the determination of price and the allocation of resources
- analyse how the market forces of demand and supply affect equilibrium price and quantity

### 2.5 Competition

- explain competition between producers in a market economy, including the reasons why producers compete
- analyse how competition affects price
- evaluate the economic impact of competition on producers and consumers
- explain the meaning of monopoly and oligopoly and how they differ from competitive markets

### 2.6 Production

- explain the role of producers, including individuals, firms and the government]
- evaluate the importance of production and productivity for the economy
- calculate and explain total cost, average cost, total revenue, average revenue, profit and loss
- evaluate the importance of cost, revenue, profit and loss for producers, including how costs and revenues affect profit and supply
- explain what is meant by economies of scale

## English

### Year 10 Exam Breakdown

Listed below are the English exams for Year 10. We have included timings to help you. As part of your revision, work your way through all of your notes which relate to the areas below. Your teacher will guide you through the basics and the skills required.

Good luck!

### GCSE English Language Paper 1 (1hr 45) 'Explorations in Creative Writing'

You will be given 1 extract from 20th/ 21st century fiction and asked 4 questions about it.

#### Section A (1 hour, including reading time)

1. List four things about... (4 marks)
2. How does the writer use language to...? (8 marks)
3. How does the writer use structure to...? (8 marks)
4. To what extent do you agree? (20 marks)

#### Section B (45 minutes)

5. A piece of creative writing using an image or a specific task.

### GCSE English Literature Paper 2 (1hr 30)

Question	Text	Marks	Timing
Section A	Modern Play: An Inspector Calls	30 + 4	45 minutes (Including 5 minutes reading and planning time).



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Section B	Anthology Poetry – Conflict and Power <i>From the poems already studied</i>	30	45 minutes (Including 5 minutes reading and planning time).
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### Suggested revision

- Re-read and/ or watch An Inspector Calls/ listen to the SoundCloud version or a full, unabridged BBC adaptation – make sure you are confident on plot, characters and themes. You will need to know some key quotations. Use the Knowledge Organiser from your teacher.
- BBC Bitesize resources are good
- Reread poems in the anthology – some poems have BBC bitesize resources. Make sure you are confident on what happens in the poem, some key themes and quotations
- Some students like Mr Bruff YouTube videos; an alternative is Stacey Reay YouTube videos.
- Some students learn quotations using apps like Seneca, Quizlet or Memrise – you can make your own resources or use ones that have been shared.
- For Q5 creative writing, you could practise writing a descriptive piece or a narrative using an image as inspiration.

***It is never too late to make an effort to learn the spellings of key words and themes.***

Spelling tips – say words clearly, break it into syllables and check the spelling for each sound/ syllable in the word. Check for unusual spellings and link to other patterns in other words you already know. Look at the patterns of prefixes and suffixes to help learn the meaning too. Eg

**omniscient narrator** = om/ni/ sci/ ent

The unusual spelling here is **sc** for s, like in **science**, **scissors**

**omni** = all things (omnivores eat vegetables and meat), **scient**/ science = knowing/ knowledge, so an **omniscient narrator** is an all-seeing, all-knowing narrator – a narrator who can ‘see’ the thoughts and feelings of all the characters

### French

Students need to revise:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals

### Geography

#### Revision Topics – Ecosystems

##### Tropical rainforests

Distribution and characteristics

##### Tropical rainforests

Deforestation

##### The nutrient cycle

Processes and interrelationships

##### Cold Environments

Managing environmental damage



## Year 10 Revision Information

### Command Words

#### Assess

##### Make an informed judgement.

For example, 'Assess the impacts of deforestation'

#### Explain

##### Set out purposes or reasons.

For example, "explain how different countries manage cold environments"

#### Suggest

##### Present a possible case.

For example, "Suggest how the nutrient cycle can be impacted by deforestation"

### Revision Topics – Resources

#### Food Miles

Carbon footprints and the benefits of sourcing food locally.

#### Non Renewables

Changing use of non-renewables.

#### Energy

Insecurity – impacts on people's lives

#### Fossil Fuel extraction

Advantages and disadvantages.

#### Command Words

##### Describe

##### Set out characteristics.

For example, 'Using Figure 9, describe the distribution of areas with existing licenses for fracking in the UK'

##### To what extent

##### Judge the importance or success of (strategy, scheme, project).

For example, "To what extent does the Uks energy mix meet future needs"

### German

Students need to revise:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals

### History

#### Restoration England, 1660–1685

##### Part one: Crown, Parliament, plots and court life

- Crown and Parliament: the legacy of the English Civil War and Commonwealth; the restoration of the monarchy; the succession issue; relations and issues with Parliament, finance and religion; the Cabal and 'Party politics'; rule without parliament from 1681.
- The Catholic question: plots, including Titus Oates and the Popish Plot and the Rye House Plot; the Exclusion Bill, 1679; James, Duke of York.
- Charles II's court: Charles II's character; court life, fashions and the role of the court.



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### Part two: Life in Restoration England

- Crisis: Great Plague of 1665; causes and contemporary views; measures to combat; records; results; Fire of London of 1666; causes and contemporary views; results and reconstruction.
- Restoration culture: Restoration comedy, theatres and playwrights; the role and status of women; coffee houses; Charles II's patronage of the arts and sciences, including the Royal Society; Samuel Pepys; architecture and design, including Christopher Wren.

### Part three: Land, trade and war

- Land: the powers of the East India Company; Bombay; Hudson Bay; Tangier; Captain Henry Morgan and Jamaica.
- Trade: mercantilism; the Navigation Acts and their impact; slave trade.
- War: English sea power; naval warfare, including tactics and technology; conflict with the Dutch, including the Second and Third Dutch Wars; relations with Spain and France.

### Part four: The historic environment of Restoration England - St Paul's Cathedral

- Students will be expected to answer a question on change, continuity, causation and/or consequence, and to explore them in the context of the specified site and wider events and developments of the period studied.
- Students should be able to identify key features of the specified site and understand their connection to the wider historical context of the specific historical period. Sites will also illuminate how people lived at the time, how they were governed and their beliefs and values.
- The following aspects of the site should be considered:
  - Location
  - Function
  - the structure
  - people connected with the site e.g. the designer, originator and occupants
  - design
  - how the design reflects the culture, values, fashions of the people at the time
  - how important events/developments from the depth study are connected to the site

## Maths

There are 3 assessments, each one of equal weighting:

- Paper 1 - non-calculator
- Paper 2 - calculator allowed
- Paper 3 - calculator allowed

Like all lessons, students must bring the following equipment to each assessment:

- pen
- pencil
- ruler
- protractor
- compass
- calculator\* (scientific, preferably Casio fx 991EX or Casio fx 85GTX)

\*not for Paper 1

The assessments cover topics taught in Key Stage 3 and up to February of Year 10. Parents/carers should have received an email with the topic list attached, and all students have received a paper copy. The topic list references the Hegarty Maths videos and quizzes, to help guide their revision.



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### Media Studies

**Exam Board:** Eduqas [www.edugas.co.uk/qualifications/media-studies/gcse/](http://www.edugas.co.uk/qualifications/media-studies/gcse/)

#### **Your Year 10 Media Assessment:**

Paper 1, Section A – you are familiar with these questions!

You will have 45 minutes to complete the assessment.

- Question 1: *How is media language used to create meaning* – you will be given three bullet points to focus on. (15) 15 minutes
- Question 2a: *Explain how politics/social/historical context effect media products* (5) 5 minutes
- Question 2b: *Compare the representations in one set product and one unseen product* (25) 25 minutes

#### **What should you revise for the Media assessment?**

Media Language, Contexts and Representations: *This Girl Can, Quality Street, Spectre, The Man with the Golden Gun,*

Media terminology relevant to each product.

Media theory: Bathes Semiotics, Strauss' Structuralism (Binary Opposition), Propp, The Male Gaze, Alvarado's Ethnicity Theory, Uses and Gratifications, Stuart Hall's Audience Positioning, bell hooks feminist theory...

#### **How can you revise for Media?**

- Revise your notes on all the set products that you have studied in lessons – you **WILL** be asked to refer to some of them (which remain unseen until the exam!) Write practice answers in timed conditions.
- To prepare for the 'unseen' comparison (component 1, section A, question 2b) look at a range of media products which are similar to your set products and make notes on media language, context and representations.
- **MEMORISE** facts and information about the **context** of each product.
- Learn and practice using media terminology and media theories relevant to all products.

### Music

The topics and content you need to revise in preparation for the year 10 exam are;

- Killer Queen
- Music For a While (Purcell)
- Brandenburg (Bach)
- Unfamiliar listening related to the above set works
- Musical dictation

You will need to revise the information in your anthologies and listen to all the pieces so you are familiar with each piece and able to recognise the different sections.

You should know the key features and key terms for each piece, including

- Key signature
- Time signature
- Tempo markings
- Instrumentation
- Melodic features
- Harmonic features
- Rhythmic features
- Structure



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### Psychology

#### Revision Topics

- **Development Psychology – 50% of assessment**
- **Memory – 50% of assessment**

The assessment will be divided into 2 sections with questions ranging from 1 to 9 marks. You have your class notes which have lots of activities and topic material to help your revision. At the end of the different sections in your notes there are lots of examination questions. Use the online past papers as well to help you. Also, there are examples of different types of questions in your assessment booklets, so use them to help you revise.

#### Overview -Development Psychology (Topic 1)

Bk	Content for Development Topic	Tick
1	Early brain development A basic knowledge of brain development, from simple neural structures in the womb, of brain stem, thalamus, cerebellum and cortex, reflecting the development of autonomic functions, sensory processing, movement and cognition.	
2	Early brain development The roles of nature and nurture in brain development	
3	Development Piaget's stage theory and the development of intelligence. Piaget's Theory of Cognitive Development including concepts of assimilation and accommodation.	
4	Key Study Hughes' 'Policeman Doll study' – reduction of egocentricity	
5	Key Study McGarrigle and Donaldson's 'naughty teddy study'-development of conservation	
6	The Role of Piaget's theory in Education Application of these stages in education	
7	The effects of learning on development Dweck's Mindset Theory of learning: fixed mindset and growth mindset. The role of praise and self-efficacy beliefs in learning.	
8	The role of praise and Self-efficacy in beliefs in learning	
9	Different Types of Learning Styles including verbalisers and visualisers	
10	Willingham's Learning Theory and his criticisms of learning styles	

#### Development Assessment Question examples

1. Describe the role of the cerebellum (2)
2. With reference to at least one example outline how nature and nurture may affect the development of the growing brain (4)
3. Explain how accommodation might occur when a child recognises that a small fluttering creature is not a bird but is told it is a butterfly (3)
4. Briefly outline what the participants were asked to do in Hughes' "policeman doll study". (2)
5. Describe and evaluate Donaldson's "naughty teddy study". In your answer include the method used, the results obtained and the conclusion drawn. (9)
6. Describe and evaluate Piaget's theory of cognitive development (9)
7. Using an example of a behaviour, distinguish between a fixed and growth mindset. (4 marks)
8. Outline two criticisms of the role of praise and self-efficacy beliefs in learning (4)
9. Explain the difference between a verbaliser and a visualiser (2 marks)
10. Which one of these is a description of a fixed mindset? (1 mark)



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- A. The belief that ability comes from hard work and can be increased.
- B. The belief that ability is genetic and unchanging.
- C. The belief in your own ability to succeed at a task.

11. Describe the role of praise in learning. (4 marks)
12. Explain Willingham's criticism of learning styles. (4 marks)
13. There are different theories that have been put forward to explain learning styles. Use your knowledge of psychology to evaluate learning styles. (5 marks)
14. You have been asked to create a questionnaire. This aim is to see if males or females are more likely to be visualisers or verbalisers. Describe how you would conduct this questionnaire. You need to include:
  - questions you would use to describe whether a person is a visualiser or a verbaliser.
  - one ethical issue that needs to be considered and how you will deal with the issue in this study.
  - one descriptive statistic that you would use and an explanation of how this would be calculated in this study. (8 marks)

### Overview – Memory (Topic 2)

TOPIC AREAS	Tick
Be able to describe, apply and evaluate the processes of memory: including encoding (input), storage and retrieval (output).	
Be able to describe, apply and evaluate the different types of memory: including episodic, semantic, and procedural.	
Be able to describe, apply and evaluate how memories are encoded in sensory memory, short-term memory and long-term memory.	
Be able to describe, apply and evaluate how memories are stored in sensory memory, short-term memory and long-term memory; and the brain regions associated with memory storage.	
Be able to describe, apply and evaluate how memories are retrieved through recognition, free recall, serial recall, cue dependent recall and context dependent recall.	
Be able to describe, apply and evaluate the structures of memory to include the sensory register, short term store, and long term store.	
Be able to describe, apply and evaluate the multi-store model of memory and features of each store, to include the encoding, capacity and duration of the SR, STM, LTM.	
Be able to describe, apply and evaluate the serial position effect, including primacy effect, and recency effect.	
Be able to describe, apply and evaluate Murdock's serial position curve study, including key features of the study, methodology and evaluative points to include generalisability, reliability, application, validity, ethics, and design.	
Be able to describe, apply and evaluate how memory is an active process, including schema theory and the concept of effort after meaning.	
Be able to describe, apply and evaluate The Theory of Reconstructive Memory, and the concept of effort after meaning.	
Be able to describe, apply and evaluate Bartlett's War of the Ghosts study including key features of the study, methodology and evaluative points to include generalisability, reliability, application, validity, ethics, and design.	
Be able to describe, apply and evaluate the factors that affect the accuracy of memory, including interference, context and false memories.	

### Memory Assessment Question Examples

1. Outline the difference between storage and retrieval. [2 marks]
2. What is meant by the term 'encoding'? Give an example with your answer. [3 marks]
3. Briefly outline the different processes involved in memory. [4 marks]
4. Describe and evaluate research related to how memories are encoded. [9 marks]
5. Read the item and then answer the question that follows. Maddie is learning to drive. She has a very good knowledge about the rules of the road and regularly gets almost full marks in the mock tests she does on theory. She is doing less



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- well in the practical side of driving and constantly forgets how to perform the various skills she needs to know on the road. Identify two types of long-term memory and explain how each of them relates to Maddie's behaviour. [4 marks]
6. Explain the difference between episodic and semantic memories. [4 marks]
  7. Explain one evaluation of different types of memory. [3 marks]
  8. Using your knowledge of the processes of memory, describe and evaluate different types of long-term memory. [9 marks]
  9. Read the item and then answer the question that follows. A conversation takes place between two students. Harvey: I don't understand how my teacher can remember everyone's name in the class whereas I still only know the names of a few people. Muhsin: Maybe it is because he does things like taking the register every lesson and so he has had far more practice repeating their names than you. Use your knowledge of the multi-store model to explain why Harvey can't remember all of his classmates' names but his teacher can. Refer to the above conversation in your answer. [3 marks]
  10. Explain the role of sensory memory in the multi-store model of memory. [2 marks]
  11. Outline one criticism of the multi-store model of memory. [4 marks]
  12. Outline and evaluate the multi-store model of memory. [9 marks]
  13. Explain how recall is affected by primacy and recency effects. [4 marks]
  14. What is meant by the phrase 'serial position curve'? [2 marks]
  15. Describe Murdock's serial position curve study and evaluate the research methods used in that study. [9 marks]
  16. Describe the procedure used in Bartlett's War of the Ghosts study. [2 marks]
  17. Briefly evaluate Bartlett's War of the Ghosts study. [3 marks]
  18. Describe and evaluate a study that investigated how memory is an active process. [9 marks]
  19. Read the item and then answer the question that follows. Tabitha was unfortunate enough to witness a bank robbery. She was asked to describe the robber to the police. She said the robber was a man wearing a ski mask and he had a gun in his hand. However, when the police checked the CCTV they could see Tabitha was completely wrong – the robber was clearly female, did not have a mask and no gun. Use your knowledge of Bartlett's War of the Ghosts study to explain why Tabitha's memory was inaccurate. [3 marks]
  20. Outline what is meant by the phrase 'effort after meaning'. [2 marks]
  21. Describe how memory may be an active process. [3 marks]
  22. Describe and evaluate how the theory of reconstructive memory has increased our understanding of memory. [9 marks]

### Resources

#### Books and revision guides

AQA Psychology for GCSE (AQA Approved) Flanagan C. et al. (2017), Illuminate publishing. ISBN - 9781911208044

AQA psychology (Second Edition) GCSE, Stanley M. et al (2017), Oxford University Press. ISBN – 978-0-19-841363-9

AQA GCSE Revision Psychology, Firth J et al, (2018), Collins. ISBN – 978-0-00-82274409

AQA Psychology for GCSE: Revision Guide, Flanagan C. et al. (2017), Illuminate publishing. ISBN – 9781911208068

My Revision Notes: AQA GCSE (9-1) Psychology, Marshall M. (2018), Hodder Education. ISBN – 978-1510425941

#### Online

<https://www.tutor2u.net/psychology>

<https://s-cool.co.uk>

#### Magazines

Psychology Review Magazine, Hodder Education.

### Physical Education

The topics and content you need to revise in preparation for the year 10 exam are;

#### Exam Paper (1hour 15minutes)

#### Course Content:



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- Skeletal System: Functions of the skeleton, names of bones, types of bones, types of joints and the movements they allow, labelling a synovial joint, connective tissues. Muscular System: Names of muscles and their location, types of muscle contractions, antagonistic pairs.
- Respiratory System: Label the Respiratory System, the pathway of air, spirometer trace, gaseous exchange, aerobic and anaerobic respiration, key terms/definitions
- Cardiovascular System: Label the heart, the circulation of blood, types of blood vessels and their characteristics, blood shunting, key terms/definitions.
- Aerobic & anaerobic exercise: EPOC, recovery from exercise
- The immediate, short and long term effects of exercise
- Health Related Fitness Components: Cardiovascular endurance, muscular strength, muscular endurance, flexibility, body composition
- Skill Related Fitness Components: Agility, Balance, Coordination, reaction time, power, speed
- Fitness Tests

## Religious Education

### Duration: 1 hour

Students will be required to answer 1 x 24 mark question on the **ISLAMIC BELIEFS** unit they have studied.

### Key content which must be revisited in their revision programme;

- The 6 Articles of Faith in Sunni Islam
- Beliefs in predestination
- The Qur'an as a source of authority
- The role of prophets

Students will be required to answer 1 x 24 mark question on **THEME A: Relationships and Families** which they have studied.

### Key content which must be revisited in their revision programme;

- Contraception
- Same sex marriage
- Religious beliefs on the roles of men and women
- Religious beliefs on divorce
- Religious beliefs on sex outside and before marriage

## Science

### Foundation tier Homework 1- due in on Wednesday 22<sup>nd</sup> Jan

<p>B1 Cell Biology (p11-23)</p> <ul style="list-style-type: none"> <li>• Cells</li> <li>• Microscopy</li> <li>• Cell differentiation and specialisation</li> <li>• Chromosomes and mitosis</li> <li>• Stem cells</li> <li>• Diffusion</li> <li>• Osmosis</li> <li>• Active transport</li> <li>• Exchange surfaces</li> <li>• Exchanging substances</li> </ul>	<p>C1- Atomic structure and the Periodic table (p96-112)</p> <ul style="list-style-type: none"> <li>• Atoms</li> <li>• Elements</li> <li>• Compounds</li> <li>• Chemical equations</li> <li>• Mixtures and chromatography</li> <li>• Separation techniques</li> <li>• Distillation</li> <li>• History of an atom</li> <li>• Electronic structure</li> <li>• Developing the periodic table</li> <li>• The modern periodic table</li> <li>• Metals and non-metals</li> <li>• Group 1,7,0 elements</li> </ul>	<p>P1- energy (p167-179)</p> <ul style="list-style-type: none"> <li>• Energy stores and systems</li> <li>• Kinetic energy and potential energy stores</li> <li>• Investigating specific heat capacity</li> <li>• Conservation of energy</li> <li>• Power</li> <li>• Reducing unwanted energy transfers</li> <li>• Efficiency</li> <li>• Energy resources and their uses</li> <li>• Wind, solar and geothermal</li> <li>• Hydroelectric, waves and tides</li> <li>• Biofuels and non-renewable</li> <li>• Trends in energy resource use</li> </ul>
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### Foundation tier homework 2 due in Wednesday 5<sup>th</sup> February



# Year 10 Revision Information

<p>B2- organisation (p24-41)</p> <ul style="list-style-type: none"> <li>• Cell organisation</li> <li>• Enzymes</li> <li>• Investigating enzymes</li> <li>• Enzymes and digestion</li> <li>• Food tests</li> <li>• The lungs</li> <li>• Circulatory system (heart, blood vessels, blood)</li> <li>• Cardiovascular disease</li> <li>• Health and disease</li> <li>• Risk factors for non-communicable disease</li> <li>• Cancer</li> <li>• Plant cell organisation</li> <li>• Transpiration and translocation</li> <li>• Transpiration and stomata</li> </ul>	<p>C2 -bonding, structures and properties of matter (113-122)</p> <ul style="list-style-type: none"> <li>• Formation of ions</li> <li>• Ionic bonding</li> <li>• Ionic compounds</li> <li>• Covalent bonding</li> <li>• Simple molecular substances</li> <li>• Polymers and giant covalent structures</li> <li>• Structures of carbon</li> <li>• Metallic bonding</li> <li>• States of matter</li> <li>• Changing state</li> </ul>	<p>P2- Electricity (p180-192)</p> <ul style="list-style-type: none"> <li>• Current and circuit symbols</li> <li>• Resistance and <math>V=IR</math></li> <li>• Resistance and <math>I=V</math> characteristics</li> <li>• Circuit devices</li> <li>• Series circuits</li> <li>• Parallel circuits</li> <li>• Investigating circuits</li> <li>• Electricity in the home</li> <li>• Power of electrical appliances</li> <li>• More on power</li> <li>• The national grid</li> <li>• revision questions</li> </ul>
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## Foundation tier homework 3 due on Wednesday 26<sup>th</sup> February

<p>B3 Infection and Response (p42 – 49)</p> <ul style="list-style-type: none"> <li>• Communicable disease</li> <li>• Bacterial Diseases</li> <li>• Viral, fungal and protist diseases</li> <li>• Fighting disease/vaccines/ drugs</li> <li>• Developing drugs</li> </ul>	<p>C3- Quantitative chemistry (p123-127)</p> <ul style="list-style-type: none"> <li>• Relative formula mass</li> <li>• Conservation of mass</li> <li>• Limiting reactants</li> <li>• Concentrations of solution</li> </ul>	<p>Revision of physics formulae and equations</p> <p>Working scientifically (p1-10)</p> <ul style="list-style-type: none"> <li>• The scientific method</li> </ul>
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## Higher tier Homework 1- due in on Wednesday 22<sup>nd</sup> Jan

<p>B1 Cell Biology (p11-23)</p> <ul style="list-style-type: none"> <li>• Cells</li> <li>• Microscopy</li> <li>• Cell differentiation and specialisation</li> <li>• Chromosomes and mitosis</li> <li>• Stem cells</li> <li>• Diffusion</li> <li>• Osmosis</li> <li>• Active transport</li> <li>• Exchange surfaces</li> <li>• Exchanging substances</li> </ul>	<p>C1- Atomic structure and the Periodic table (p96-111)</p> <ul style="list-style-type: none"> <li>• Atoms</li> <li>• Elements</li> <li>• Compounds</li> <li>• Chemical equations</li> <li>• Mixtures and chromatography</li> <li>• Separation techniques</li> <li>• Distillation</li> <li>• History of an atom</li> <li>• Electronic structure</li> <li>• Developing the periodic table</li> <li>• The modern periodic table</li> <li>• Metals and non-metals</li> <li>• Group 1,7,0 elements</li> </ul>	<p>P1- energy (p167-178)</p> <ul style="list-style-type: none"> <li>• Energy stores and systems</li> <li>• Kinetic energy and potential energy stores</li> <li>• Specific heat capacity</li> <li>• Conservation of energy and power</li> <li>• Reducing unwanted energy transfers</li> <li>• Efficiency</li> <li>• Energy resources and their uses</li> <li>• Wind, solar and geothermal</li> <li>• Hydroelectric, waves and tides</li> <li>• Biofuels and non-renewable</li> <li>• Trends in energy resource use</li> </ul>
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## Higher tier homework 2 due in Wednesday 5<sup>th</sup> feb

<p>B2- organisation (p24-42)</p> <ul style="list-style-type: none"> <li>• Cell organisation</li> <li>• Enzymes</li> <li>• Investigating enzymes</li> <li>• Enzymes and digestion</li> <li>• Food tests</li> <li>• The lungs</li> <li>• Circulatory system (heart, blood vessels, blood)</li> <li>• Cardiovascular disease</li> <li>• Health and disease</li> <li>• Plant cell organisation</li> <li>• Transpiration and translocation</li> </ul>	<p>C2 -bonding, structures and properties of matter (112-122)</p> <ul style="list-style-type: none"> <li>• Formation of ions</li> <li>• Ionic bonding</li> <li>• Ionic compounds</li> <li>• Covalent bonding</li> <li>• Simple molecular substances</li> <li>• Polymers and giant covalent structures</li> <li>• Allotropes of carbon</li> <li>• Metallic bonding</li> <li>• States of matter</li> <li>• Changing state</li> </ul>	<p>P2- Electricity (p179-190)</p> <ul style="list-style-type: none"> <li>• Current and circuit symbols</li> <li>• Resistance and <math>V=IR</math></li> <li>• Resistance and <math>I=V</math> characteristics</li> <li>• Circuit devices</li> <li>• Series circuits</li> <li>• Parallel circuits</li> <li>• Investigating resistance</li> <li>• Electricity in the home</li> <li>• Power of electrical appliances</li> <li>• more on power</li> <li>• the national grid</li> </ul>
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# Year 10 Revision Information

- Transpiration and stomata

## Higher tier homework 3 due on Wednesday 26<sup>th</sup> feb

<p>B3 Infection and Response (p43 – 49)</p> <ul style="list-style-type: none"> <li>• Communicable disease</li> <li>• Viral, fungal and protist diseases</li> <li>• Bacterial Diseases and Preventing Disease</li> <li>• Fighting disease/vaccines/ drugs</li> <li>• Developing drugs</li> </ul>	<p>C3- Quantitative chemistry (p123-128)</p> <ul style="list-style-type: none"> <li>• Relative formula mass</li> <li>• The mole</li> <li>• Conservation of mass</li> <li>• Limiting reactants</li> <li>• Concentrations of solution</li> </ul>	<p>Revision of physics formulae and equations</p> <p>Working scientifically (p1-10)</p> <ul style="list-style-type: none"> <li>• The scientific method</li> <li>• Communicating and issues created by science</li> <li>• Risk</li> </ul>
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## Higher tier triple Homework 1- due in on Wednesday 22<sup>nd</sup> Jan

<p>B1 Cell Biology (p11-44)</p> <ul style="list-style-type: none"> <li>• Cells</li> <li>• Microscopy</li> <li>• Cell differentiation and specialisation</li> <li>• Stem cells</li> <li>• Chromosomes and mitosis</li> <li>• Binary Fission</li> <li>• Diffusion</li> <li>• Osmosis</li> <li>• Active transport</li> <li>• Exchanging substances</li> </ul>	<p>Topic 1: Atomic structure &amp; the Periodic Table-(16-43)</p> <ul style="list-style-type: none"> <li>• Atoms</li> <li>• Elements</li> <li>• Isotopes &amp; relative atomic mass calc.</li> <li>• Compounds</li> <li>• Formulae &amp; equations</li> <li>• Mixtures</li> <li>• Chromatography</li> <li>• Filtration</li> <li>• Crystallisation</li> <li>• Distillation</li> <li>• History of the atom</li> <li>• Electronic structure</li> <li>• Development of the Periodic Table</li> <li>• The modern Periodic Table</li> <li>• Metals &amp; non-metals</li> <li>• Transition metals</li> <li>• Group 1 elements</li> <li>• Group 7 elements</li> <li>• Group 0 elements</li> </ul>	<p>Topic 1- Energy (p17-39)</p> <ul style="list-style-type: none"> <li>• Energy stores</li> <li>• Work Done</li> <li>• Kinetic and Potential Energy Stores</li> <li>• Specific Heat Capacity</li> <li>• Conservation of Energy and Power</li> <li>• Conduction</li> <li>• Convection</li> <li>• Reducing Unwanted Energy Transfers</li> <li>• Efficiency</li> <li>• Energy Resources and their Uses</li> <li>• Wind and Solar Power</li> <li>• Geothermal and Hydro-electric Power</li> <li>• Wave Power and Tidal Barrages</li> <li>• Bio-fuels</li> <li>• Non-Renewable Resources</li> <li>• Trends in Energy Resource Use</li> </ul>
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## Higher tier triple homework 2 due in Wednesday 5<sup>th</sup> Feb

<p>2 Organisation (p45-80)</p> <ul style="list-style-type: none"> <li>• Cell organisation</li> <li>• Enzymes</li> <li>• Investigating enzymatic reactions</li> <li>• Enzymes and digestion</li> <li>• Food tests</li> <li>• The lungs</li> <li>• Circulatory system (heart, blood vessels, blood)</li> <li>• Cardiovascular disease</li> <li>• Health and disease</li> <li>• Risk factors for non-communicable disease</li> <li>• Cancer</li> <li>• Plant cell organisation</li> <li>• Transpiration and translocation</li> <li>• The Rate of transpiration</li> <li>• Measuring transpiration and stomata</li> </ul> <p><b>Including all Warm Up and Exam questions</b></p>	<p>Topic 2: Bonding , structure &amp; properties (p47-67)</p> <ul style="list-style-type: none"> <li>• Ions</li> <li>• Ionic compounds</li> <li>• Covalent bonding</li> <li>• Polymers</li> <li>• Giant covalent structures</li> <li>• Allotropes of carbon</li> <li>• Metallic bonding</li> <li>• States of matter</li> <li>• Nanoparticles</li> </ul>	<p>Topic 2 Electricity (40-62)</p> <ul style="list-style-type: none"> <li>• Current &amp; Circuit Symbols</li> <li>• Resistance</li> <li>• Circuit Devices</li> <li>• Sensing Circuits</li> <li>• Series Circuits</li> <li>• Parallel Circuits</li> <li>• Electricity in the Home</li> <li>• Power of Electrical Appliances</li> <li>• More on Power</li> <li>• The National Grid</li> <li>• Static Electricity</li> <li>• Electric Fields</li> </ul>
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## Year 10 Revision Information

### Higher tier triple homework 3 due on Wednesday 26<sup>th</sup> Feb

<u>3 Infection and Response (81-100)</u> <ul style="list-style-type: none"> <li>• Communicable disease</li> <li>• Viral and fungal diseases</li> <li>• Protist and bacterial diseases</li> <li>• Preventing Disease</li> <li>• Fighting disease</li> <li>• Fighting disease vaccination/ drugs</li> <li>• Developing drugs</li> <li>• Monoclonal antibodies</li> <li>• Plant diseases and defences</li> </ul>	<u>C3- Quantitative chemistry (p70-84)</u> <ul style="list-style-type: none"> <li>• Relative formula mass</li> <li>• The mole and mass</li> <li>• The mole and equations</li> <li>• Solutions</li> <li>• Concentration calculations</li> <li>• Atom economy &amp; % yield</li> </ul> <u>C4 chemical changes (p86-99)</u> <ul style="list-style-type: none"> <li>• Acids and bases</li> <li>• Titrations</li> <li>• Strong &amp; weak acids and their reactions</li> <li>• Metals &amp; their reactivity</li> <li>• Redox reactions</li> </ul>	<u>Topic 3 Particle Model of Matter (63-71)</u> <ul style="list-style-type: none"> <li>• Particle Model</li> <li>• Density</li> <li>• Internal Energy and Changes of State</li> <li>• Specific Latent Heat</li> <li>• Particle Motion in Gases</li> <li>• Pressure of Gases</li> </ul>
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## Sociology

### Revision Topics

- **Family and Households – 50% of assessment**
- **Education – 50% of assessment**

The assessment will have questions ranging from 1 to 12 marks. You have your class notes which have lots of activities and topic material to help your revision. At the end of the different sections in your notes there are lots of examination questions. Use the online past papers as well to help you. Also, there are examples of different types of questions in your assessment booklets, so use them to help you revise.

Sect	Topic areas	tick
1	<b>Different views of the role and functions of education - Functionalism</b> The functionalist perspective of Durkheim on education as the transmission of norms and values and Parsons on achieved status and the operation of schools on meritocratic principles.	
2	<b>Different views of the role and functions of education – Marxism</b> Different views of the correspondence principle on the relationship between education and capitalism as developed from a Marxist perspective by Bowles and Gintis.	
3	Identify and describe a variety of different <b>types of school</b> including primary and secondary, state and private	
4	Identify and describe a variety of different types of school including primary and secondary, state and private – <b>private schools</b>	
5	Identify and describe a variety of different types of school including primary and secondary, state and private – <b>deschooling and home schooling.</b>	
6	identify and describe a variety of different types of school including primary and secondary, state and private – measuring educational success	
7	Understand the differences between formal and informal education. Identify the role of the “ <b>hidden curri</b> in schools and colleges	
8	Key Historical Changes and Developments in the British Education system. The impact of <b>social policies and political Issues on education</b>	



# Year 10 Revision Information

## Examples of Education Assessment Questions

1. Define the term “hidden curriculum” (2)
2. Define the term “academy” (2)
3. Define the term “free school” (2)
4. Define the term “private school” (2)
5. Identify and explain the three functions of education of the British education system (6)
6. Identify and explain one way in which schools teach children to become part of society (4)
7. Achieved status is fixed or ascribed. True or false? (1)
8. Explain the difference between the formal and informal curriculum (4)
9. Describe Marx term “Correspondence Principle” (3)
10. Outline and evaluate functionalist explanation of education (12)
11. Identify and describe one form of pre-school education provision (3)
12. Identify and explain three argument in favour of independent schools (6)
13. Describe one in-school factor that may influence the educational achievement of working-class students. (3)
14. Identify and explain one criticism of vocational education (4)
15. Describe what is meant by a “faith school” (3)
16. Explain one strength and one weaknesses of mixed ability teaching (4)
17. Identify and describe one way in which the hidden curriculum socialises children (3)
18. Discuss how far sociologists would agree that changes to social policy in the last 4 years had led to educational achievement of students (12 marks)

There are others on your notes.....

## Families and households (Mrs Ledward)

### Core topics

3.3.1 Functions of families			
Identify, describe and explain the functions of families according to sociological perspectives.	Students should know the core features of the theory, supporting evidence, key thinkers, and the strengths/weakness of each explanation of the functions of family;		
Describe, compare and contrast a variety of sociological perspectives on the functions of families.	Students should know the theoretical of explanations for family functions (Marxism, Functionalism, Feminism, New Right), including strengths/weaknesses.		
Evaluate theoretical explanations of functions of the family.	Students should specifically know functionalist views from Murdock’s sexual, reproductive, economic and educational functions, and Parsons functionalist perspective on primary socialisation and the stabilisation of adult personalities.		
3.3.2 Family forms			
Identify, describe and explain various family forms.	Students should know the various family forms, including; nuclear, extended, reconstituted, lone parent, single sex; beanpole.		
Describe, compare, and contrast the various family forms.	Students should know how family forms differ in the UK and within a global context.		
Evaluate theoretical explanations of various family forms in the UK and globally.	Students should know the work of the Rapoports on family diversity.  Students should know the theoretical of explanations for family forms (Marxism, Functionalism, Feminism, New Right), including strengths/weaknesses.		



## Year 10 Revision Information

### Families and Households

#### Families and Households Assessment questions

1. Define the term “nuclear family” (2)
2. Define the term “divorce” (2)
3. Define the term “stratified diffusion” (2)
4. Identify and explain the three functions of the family according to Murdock (6)
5. Identify and explain one way in which families socialise children to become part of society (4)
6. Describe what is meant by an extended family (3)
7. Outline and evaluate functionalist explanation of family (12)
8. Identify and describe one criticism of feminist explanations of the family (3)
9. Describe one reason for an increase in single parent families (3)
10. Identify and explain one criticism of the new right approach to families (4)
11. Describe what is meant by family diversity, and give an example (5)
12. Identify and explain one disadvantage of using interviews to investigate family structure. (4)
13. Identify and explain one disadvantage of using questionnaires to investigate parenting techniques (4).
14. Describe reasons for family diversity according to Rapoport and Rapoport (5)
15. Explain two impacts on families of changing family structures (4)
16. Identify and describe one way that cohabitation increases family diversity (3)
17. Discuss how far sociologists would agree that UK family life is becoming more diverse (12)
18. Discuss how far sociologists would agree that the traditional family is in decline (12)
19. Discuss how far sociologists would agree that [theory] can fully explain family life in the UK. (12)

[Theory= insert one from functionalism, feminism, Marxism, or the new right]

#### Resources

##### Books and revision guides

AQA GCSE (9-1) Sociology (AQA Approved) Owens R. and Woodfield I. (2017), Hodder Education. ISBN - 9781510403116

AQA Sociology GCSE, Coates G. et al (2017), Oxford University Press. ISBN – 9781408502709

AQA GCSE Revision Sociology, Wilson P (2017), Collins, ISBN - 9780008227456

#### Online

<https://www.tutor2u.net/sociology>

#### Magazines

Sociology Review Magazine, Hodder Education.

### Spanish

Students need to revise:

- Theme 1, topic 1: Me, my family and friends
- Theme 1, topic 2: Technology in everyday life

### Technology

*This section will be updated as soon as information is received*