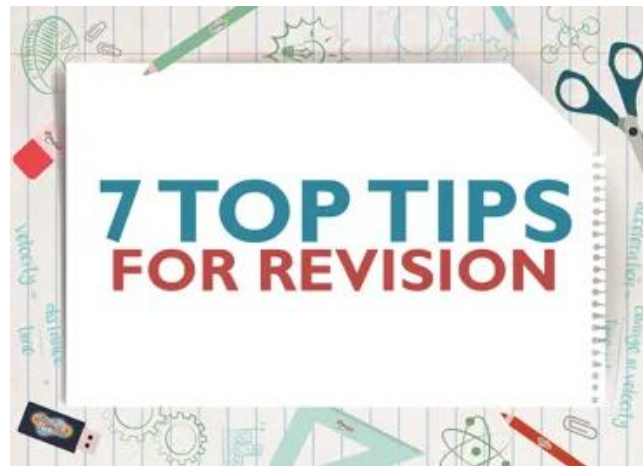




Year 10

Mock Examinations

Revision Booklet



1. Find a quiet place to revise and turn off all distractions – phones, music, televisions etc.
2. Stick to your timetable – ensure you have regular breaks. 25 minutes of revision followed by a 5 minute break and don't revise for more than 2 hours in total in one go.
3. Always create a product when you revise – use the Fantastic Four strategies you looked at in form and on the Revision Hub.
4. Always start the next session by testing yourself, regular tests and quizzes help your brain to remember more.
5. Focus on the things that you find difficult or cannot remember.
6. Little and often is key.
7. Try to find someone who you can teach what you have been revising. If you are able to explain it to someone else, you will remember it more effectively.

Subject: Art & Design
Head of Department: Mr Glenister

Overview of assessment

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Art and Design specifications and all exam boards. The exams and non-exam assessment will measure how students have achieved the following assessment objectives.

- A01: Develop ideas through investigations, demonstrating critical understanding of sources.
- A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- A03: Record ideas, observations and insights relevant to intentions as work progresses.
- A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

What to study for Art

Skills – Students develop and apply the skills listed below to realise personal intentions relevant to their chosen title(s) and related area(s) of study.

Students must demonstrate the ability to:

- develop their ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant practices in the creative and cultural industries to their work
- refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to their own creative intentions and chosen area(s) of study through effective and safe use of: media, materials, techniques, processes, technologies.
- use drawing skills for different needs and purposes, appropriate to context
- realise personal intentions through sustained application of the creative process.

Drawing

Students must provide evidence of drawing in both their portfolio submission and externally set assignment. These can take different forms depending on intention. It can feature as an element within the developmental process and/or explicitly in the realisations of intentions. Drawing could be demonstrated in students' evidence for A01, A02 and A04, but must feature in their evidence for A03. The particular value and significance of drawing should be determined by the ways in which it addresses purpose and need rather than the extent to which it demonstrates technical mastery, unless this is the explicit intention.

How to study for Art

Pupils must practice as much as possible.

Skills are refined when techniques are repeated again and again.

Extending knowledge of the project theme is focused on homework's to deepen understanding for classwork.

Subject: Business

Class Teacher: Mrs Drury & Mr Miskell

Overview of assessment

Your assessment will cover theme 1. There will be a range of multiple choice, short and long answer questions covering explain, discuss, analyse, justify and evaluate command words. The paper will consist of 3 parts:

Part A – Knowledge and understanding	Part B – Based around a case study, testing knowledge, understanding and application
Part C – Based around a case study, testing knowledge, understanding and application	

What to study for Business

Paper 1		
Topic	Unit	CC page
Risk of business	1.1	6
Reasons for business ideas	1.1	4
Adding value	1.2	9
USP	1.2	9
Market research	1.2	13 – 17
Calculations – Formula Sheet		
Competitive environment	1.2	21 – 22
Market mapping	1.2	20
Cash inflows and outflows	1.3	36
How to increase profit	1.3	37
Cash flow forecast	1.3	35 – 38
Business ownership	1.4	45 – 49
Sources of finance	1.4	39 – 43
Marketing mix	1.4	51 – 52
Factors affecting location	1.4	49 – 50
E-commerce	1.5	57 - 58

How to study for Business

- Use your work from lessons as your first point of revision
- The knowledge organisers have all the key knowledge you need
- On Google Classroom you will find materials for revision
- Make revision cards, mind maps or question cards
- Make a quiz and get someone at home/a friend to test you
- Online resources: Seneca / <https://www.youtube.com/@Bizconsesh> / <https://www.youtube.com/watch?v=XvO1yO9R83I>

Subject: Child Development
Head of Department: Ms Cowern

What to study for Child Development

Understand the development of a child from birth to five years.

The stages of play

- **Solitary** - children and babies play alone, discover aspects of themselves and their environment
- **Parallel** - children play alongside others and modify their activities to align with others, but do not interact and play directly with another child. Playing with dough, making things, doing a puzzle, and painting
- **Associative** - children communicate and play with the same type of toy or activity. The situation is generally unstructured, e.g. riding bicycle alongside another child, few rules, building with bricks alongside each other
- **Co-operative** - children playing with others and working towards a common goal, communicating, using rules

The types of play

- **Manipulative play** - puzzles, drawings, paintings, hand and finger movements, holding toys, palmer/pincer grip, fastening buttons
- **Co-operative play** - board games
- **Imaginative play** - story boards/puppets, role play, acting, home corner
- **Physical play** - ball games, ride on toys/climbing, frames appropriate across age range
- **Creative play** - dancing, music, modelling, painting, drawing, creating an artefact

How play benefits development

Physical development - hand-eye co-ordination, increase fitness, fastening buttons improves fine motor skills, riding a tricycle promotes balance and co-ordination, gross motor skills

Intellectual development - mental stimulation, problem solving, communication, completing puzzles develops problem solving skills, language, reading and writing, number skills

Social skills - independence, confidence, self-esteem, communication with others, working together on a project or activity develops sharing skills, acceptable behaviour

Creative skills - imagination, problem solving, art, drawing, puzzles, producing and suggesting ideas, develop creative thought and ability to solve issues, for themselves

Create a safe environment for children from birth to five years. Plan and evaluate play activities

- Plan to create a safe environment in a childcare setting.
- Essential equipment and factors for choice
- Reasons why accidents happen in a childcare setting:

Types of childhood accidents:


Choking and suffocation, Burns, Falls, Electric shocks, Drowning, Poisoning, Cuts and grazes, trapped fingers, environment - uncovered pond, sharp objects, Supervision – untrained staff or insufficient, staffing of area, Safety equipment – not in use, not checked, as part of a child's development – as they start to become more curious and mobile

Prevent accidents in a childcare setting

Appropriate equipment for the area, Placement of equipment in the area, Supervision/staffing requirements for the area, Safety considerations, Staff training, supervision, having appropriate, safety equipment, sensible placement of, equipment, educating the children, completing risk assessments

Useful Revision Strategies:

- Create mind maps on content and how it links together
- Condensers/revision wheel - try to fit all your knowledge of a key topic onto 1 page, swap and see what is missing
- Past exam questions and looking at mark schemes to identify where marks are gained and lost
- Flashcards for all your key terminology



EARLY CHILDHOOD DEVELOPMENT MILESTONES

The first four years of a child's life are the most important period of development physically, emotionally, cognitively, socially and morally. This is a guide to what you might expect in their first four years – often called developmental 'milestones'.

NOTE EVERY CHILD DEVELOPS DIFFERENTLY

3 Months	6 Months	1 Year	2 Years	3 Years	4 Years
<ul style="list-style-type: none">• Turns head toward direction of sound• Recognizes familiar faces and smiles back• Follows moving objects• Watches faces with interest• Raises head and chest while lying on stomach• Brings hand to mouth• Takes swipes at dangling object with hands• Begins to babble and imitate some sounds	<ul style="list-style-type: none">• Responds to other people's emotions• Enjoys social plays/games (especially peek-a-boo)• Struggles for out of reach objects Uses voice to express pleasure and displeasure• Interested in mirror images• Responds to their own name• Babbles chain of sounds Rolls both ways (front to back, back to front)• Sits with, and then without support on hands	<ul style="list-style-type: none">• Pulls up to stand, Walks holding onto furniture• Tries to imitate during play (like winking when you wink or clapping when you clap)• Explores objects; finds hidden objects and begins to use objects correctly (drinking from cup, brushing hair, dialing phone, listening to receiver)• Uses simple gestures like shaking head to say 'NO' or waving to say 'BYE BYE'• May speak single words like "Mama" and "Dada"• Cries when Mother or Father leaves• Babbles with inflection (changes in tone)• Uses exclamations, such as "oh - oh!"• Pokes index finger	<ul style="list-style-type: none">• Excited about the company of other children• Begins to sort by shapes and colors; starts simple make-believe play• Follows simple instructions; recognizes names of familiar people• Walks without help; plays pretend (like talking on a toy phone)• Points out at the objects, when you name it (like toy or photo)• Imitates behavior of others, especially adults and older children• Uses 2-4 word sentences• Repeats word overheard in conversation• Pulls toys behind him/her while walking	<ul style="list-style-type: none">• Imitates adults and playmates• Shows affection for playmates/friends• Sorts objects by shape and colors; and matches objects to pictures• Plays make-believe with dolls, animals and people (like feeding a doll)• Uses pronouns (I, you, me) and sometimes plurals too (cars, dogs)• Uses simple phrases or micro sentences to communicate with others• Understands concept of 'mine' and 'his/hers'• Expresses wide range of emotions• Walks up and down stairs, alternating feet (one foot per stair step)• Runs easily and pedals tricycle• Starts to make friends	<ul style="list-style-type: none">• Follows three-step commands (like wash your hands, comb your hair)• Draws circles and squares• Speaks in sentences of 5-6 words; Speaks clear enough for outsiders to understand• Names some colors; understands counting• Shares and take turns with other children• Knows the difference between boys and girls• Enjoys humor (like laugh at silly faces or voices)• Brushes his/her teeth by self• Dresses and undresses without help except for shoelaces• Pretends by role playing• Knows opposite (hot/cold, big/small)

Disclaimer: These are general milestones. All children are different and some will do things faster or slower than others. If you have queries/concerns about your child's development, contact a pediatrician.

443-908-0420 / 609-214-3685 www.studmonkedtech.com edtech@infojiniconsulting.com

Subject: Citizenship
Head of Department: Miss Rockey

Overview of assessment

Paper 1: You will be sitting a section of paper 1 including theme A and parts of theme B

What to study for Citizenship

Paper 1: Theme A

The changing UK population
Migration and its impact
Respect and understanding
Identity
Rights, duties and values that underpin democracy
Development of human rights
Citizens and local government
Paying for local services

Paper 1: Theme B

Parties and candidates
Elections and voting systems
Forming and organising the work of government
The Westminster Parliament
Making and shaping law

How to study for Citizenship

- Use of Google Classroom and Seneca
- Flash cards with key words
- Knowledge organisers
- Key information revision booklets
- Practice exam questions
- Mind maps of sub topics
- Use notes from your current & old books (get these from your teacher)
- All lessons are also uploaded onto Google Classroom
- Resources from your homework folders

Subject: Computer Science

Class Teacher: Mrs Drury

Overview of assessment

Your assessment will be a written exam and will consist of multiple choice, calculations and extended writing.

What to study for Computer Science

- Binary conversions
- Binary addition
- LANs v WANs
- IP and MAC addresses
- Wired v wireless connections
- Network topologies
- Operating system and utility software
- Open source v Proprietary software
- Sound sampling and bit depth
- Storage devices
- Storage capacity
- CPU
- Fetch- execute cycle
- Embedded systems
- Rom v RAM
- Virtual memory

How to study for Business

- Use your work from lessons as your first point of revision
- On Google Classroom you will find materials for revision
- Make revision cards, mind maps or question cards
- Make a quiz and get someone at home/a friend to test you

Subject: English
Head of Department: Ms MacLeod

Overview of assessment

- English Literature – Macbeth, A Christmas Carol (64 marks; 1 hours 45 minutes)
- English Language Paper 1 and 2, Section B – Creative writing and transactional writing (80 marks; 1 hour 30 minutes)

Question Paper:

For *Macbeth* and *A Christmas Carol*, you will be given an extract and a question. You need to answer about the extract and the text as a whole. You are assessed for AO1 (understanding and quotes), AO2 (analysis) and AO3 (context). For *Macbeth* there are 4 marks available for AO4 (sentences, spelling, vocabulary and punctuation).

For the creative writing, you will be given a stimulus and a choice of two tasks and you will write a story. For the transactional writing, you will be given a topic and a style of writing and will need to produce a non-fiction piece of writing. For both, you will be assessed for the content and organisation (AOS – 24 marks) and technical accuracy (AO6 – 16 marks).

What to study for English

Literature

- Quotes
- Characters
- Themes
- Plot

Language

- Conventions of different writing types
- What Ethos, Pathos and Logos mean and how to embed them in writing
- The success criteria and mark scheme for the questions
- How to use time
- Structures for responses (e.g. Drop, Zoom, Flash, End)

How to study for English

Knowledge organisers are already on Google Classroom, however, specific ones geared towards this assessment will be uploaded. Read them carefully and use them to bridge any gaps in knowledge you may have.

Find different methods to learn quotations. You could consider: flashcards; dual coded flash cards (using images to match the quotes); regular self and peer testing. You can use quotations from knowledge organisers or use YouTube videos to support. Remember, this is in line with AQA GCSE requirements.

Seneca is a brilliant resource covering both literature and language – you can use this for testing of key ideas and techniques.

Practice – extended writing in timed conditions is the best way to practice the application of the knowledge and skills!

Food Preparation and Nutrition

Head of Department: Ms Cowern

What to study for Food Preparation and Nutrition

Eatwell guide, sections fruit and vegetables, starchy foods, dairy, protein foods, meat and meat alternatives, pulses, legumes, fats, sugar and salty foods, water.

Food, nutrition and health

Macronutrients: Carbohydrates, Fats and Protein - the functions, main sources, effects of deficiency and excess, related dietary reference values.

Protein

- Function of protein in the diet – growth and repair
- Structure of protein – amino acids – essential and non-essential
- Different types of protein – high biological value and low biological value

Fat - Functions of fat in the diet.

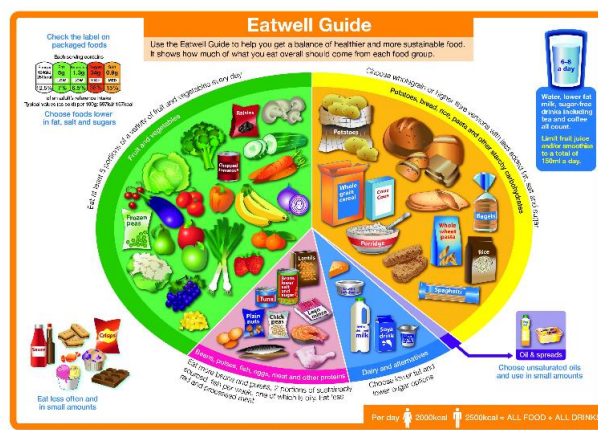
- Types of fat - saturated and unsaturated
- Classification of fat in the diet, visible, invisible
- What saturated fats do in the diet to the body - excess
- What unsaturated fats do in the diet - diseases
- Deficiency of fat in the diet

Carbohydrates

- Functions of carbohydrates in the diet.
- Simple/complex carbohydrates.
- Simple monosaccharide - glucose, fructose, Galactose
- Simple disaccharide - maltose, lactose, sucrose.
- Polysaccharides - starch, pectin, dextrin
- Polysaccharide - NSP (fibre)
- Excess and deficiency.
- How to reduce sugar in the diet.
- How to increase fibre in the diet.
- Amount required in the diet

Micronutrients - Vitamins and Minerals

- the functions of vitamins A, B, C, D, E, K,
- Fat soluble Vitamins • vitamin A • vitamin D • vitamin E • vitamin K
- Water soluble vitamins • B group – B1 (thiamin), B2 (riboflavin), B3 (niacin), folic acid, B12 • vitamin C (ascorbic acid) • loss of water soluble vitamins when cooking
- Antioxidant functions of vitamins • vitamin A • vitamin C • vitamin E.
- **Water - Water Hydration and dehydration**
- **Making informed choices for a varied and balanced diet**
- **Energy needs**
- **How to carry out nutritional analysis**
- **Sensory evaluation**
- **Reading recipes, charts and tables.**



Keywords: tier 2/3

starch (polysaccharides) • sugars (monosaccharides/ disaccharides) • dietary fibre. saturated fats • unsaturated fats (monounsaturated and polyunsaturated). low and high biological value proteins • protein complementation • protein alternatives e.g. textured vegetable protein (TVP), soya, mycoprotein and tofu, Basal Metabolic Rate (BMR), such as age, gender and Physical Activity Level (PAL).

Nutritional needs for the following life stages: young children, teenagers, adults and the elderly - learn what a life stage is and the different type of life stages. Students need to be able to list the nutrients each life stage require

Diet Related Diseases - obesity • cardiovascular health (coronary heart disease (CHD) and high blood pressure) • bone health (rickets and osteoporosis) • dental health • iron deficiency - anaemia • Type 2 diabetes.

Practical Skills. - Names and functions of ingredients in various dishes and techniques

- rubbing in – shortcrust pastry – fat/butter coats the flour stops gluten developing and waterproofs flour
- Choux pastry – water is the raising agent as it turns to steam
- savoury custard (quiche)
- Knife skills - Bridge hold, claw grip, peel, slice, dice and cut into even size pieces (ie batons, julienne)
- Use of the cooker -oven baking/frying/boiling , simmering
- Use of equipment and what it is called – palette knife, fish slice
- Shape - rolling the pastry/bread
- Raising agents – yeast – fermentation, carbon dioxide, baking powder
- Flour – structure/bulk
- Eggs – flavour/coating/coagulation/emulsification
- Butter/fat – flavour/binding/moisture
- Sugar – flavour/caramelisation

EACH INGREDIENT IN A BAKERY HAS A SPECIFIC FUNCTION...

INGREDIENT	FUNCTION	EXAMPLES
FLOUR	STRUCTURE	BREAD, ALL PURPOSE, PASTRY, WHOLE WHEAT, NON-WHEAT (STARCHY FOODS)
SUGAR	SWEETENER AND BROWNING	SYRUPS (HONEY, MOLLASSES, CORN, MAPLE) SUGARS & FRUIT JUICE
FATS	TENDERNESS, FLAVOR AND BROWNING	SHORTENING, OILS, BUTTER, MARGARINE
LEAVENING	ADDS AIR	YEAST, BAKING SODA, BAKING POWDER, EGGS, STEAM
SALT	FLAVOR	SALT
EGGS	STRUCTURE, BROWNING, EMULSIFICATION, FLAVOR, AND LEAVENING AGENT	SHELLED AND UNSHELLED
LIQUIDS	MOISTENS, HOLDS INGREDIENTS TOGETHER	WATER, MILK, CREAM, SYRUPS, JUICES
FLAVORINGS	FLAVOR	EXTRACTS, SPICES, NUTS
CHOCOLATE	FLAVOR	UNSWEETENED, SEMISWEET, MILK, WHITE, COCOA POWDER

Useful Websites

www.bcbitesize-

Home economics: GCSE Food and Nutrition

www.foodfactoflife

www.bbc.goodfood.co.uk

www.seneca.co.uk

The Eatwell Guide

• When choosing food and drinks, current healthy eating guidelines should be followed.

Key messages:

- **Balance:** Eat a variety of different types of food from all four food groups.
- **Portions:** Eat a variety of different types of food from all four food groups.
- **Hydration:** Drink plenty of water.
- **Active:** Be active and maintain a healthy weight.
- **Don't skip breakfast.**

Food groups and examples:

- Vegetables and fruits:** Aim to eat at least five portions a day. Examples: carrots, broccoli, spinach, apples, bananas.
- Starchy carbohydrates:** Aim to eat at least three portions a day. Examples: bread, rice, potatoes, pasta, cereals.
- Protein sources:** Aim to eat at least two portions a day. Examples: fish, eggs, meat, beans, lentils, tofu.
- Dairy and alternatives:** Aim to eat at least two portions a day. Examples: milk, cheese, yogurt, plant-based alternatives.
- Drinks:** Drink plenty of water. Limit sugary drinks.

Additional notes:

- **Unsalted fats:** are healthier fats that are usually from plant sources and in liquid form as oil, e.g. olive oil.
- **Generally,** people are eating too much saturated fat and need to reduce consumption.
- **High fat, salt and sugar:** includes products such as chocolate, cakes, biscuits, fast-food, sugary soft drinks, butter and ice cream.
- **Are high in fat, sugar and energy** and frequently not needed in the diet.
- **If included,** should be had infrequently and in small amounts.

Key terms:

- The Eatwell Guide:** A healthy eating model showing the types and proportions of foods needed in the diet.
- Hydration:** The process of replacing water in the body.
- Dietary fibre:** A type of carbohydrate found in plant foods.
- Composite/combination food:** Food made with ingredients from more than one food group.

Meats and snacks can be sorted into The Eatwell Guide food groups.

Composite/combination food - Lasagne

Fibre:

- Dietary fibre is a type of carbohydrate found in plant foods.
- Food examples include wholegrain cereals and cereal products, oats, beans, lentils, fruit, vegetables, nuts, and seeds.
- Dietary fibre helps to reduce the risk of heart disease, diabetes and some cancers. Help weight control, bulk up stools, prevent constipation, improve gut health.
- The recommended average intake for dietary fibre is 30g per day for adults.

Think: Plan a menu for a day that applies the principles of The Eatwell Guide and the 6 tips for healthier eating. Make one of the dishes, complete a sensory evaluation and calculate the energy and nutrients provided using nutritional analysis.

Subject: French
Class Teachers: Miss Ruane
Exam Board: AQA

Overview of assessment

Your assessment will consist of 3 parts of the 4 skill areas assessed on the GCSE exam:

Listening Reading Writing

Each skill will be worth 1/3 of your grade

Writing	Reading	Listening
Q1- A photo card Q2- A 50 word written task Q3- A grammar gap fill Q4- Translation from English to French <ul style="list-style-type: none">• Higher- Q1 Translation, Q2 90 words, Q3 150 words	Multiple choice and short answers Translation from French to English	Multiple choice and short answers Dictation

What to study for French

Topic Area 1 – Free time and leisure

Topic Area 2 – Family and celebrations and Celebrities

Topic Area 3 – School life

Topic Area 4 – Healthy lifestyles

Grammar:

Present tense conjugation – er / re /ir verbs (verb ending changes depending on the pronoun)

Present tense common irregular verbs – **avoir (to have), être (to be), faire (to do), aller (to go)**

Near future tense – aller + infinitive e.g **Je vais jouer = I am going to play**

Perfect tense (past) – avoir or être + past participle e.g **J'ai visité = I visited / je suis allé(e) = I went**

Possessive adjectives – my, your, his/her (**mon,ma,mes / ton,ta,tes / son,sa,ses**)

Reflexive verbs – have an extra pronoun e.g **je me lève = I get up / je m'entends = I get on**

Word order and adjective agreement e.g **ma matière préférée = my favourite subject**

Opinions and justifications e.g **J'adore la musique parce que c'est genial = I love music because it's great**

Impersonal verbs e.g **Il faut + infinitive = you must....**

Imperfect tense e.g **Quand j'étais jeune je jouais au rugby = When I was young I used to play rugby**

How to study for French

- Log on to Google Classroom/Classcharts for knowledge organisers and vocabulary lists
- Complete past paper questions from the AQA website (French 8652)
- Use your exercise book, quizlet, booklet to master vocabulary on the topics listed above
- Create revision cards, flash cards with key questions/vocabulary/key phrases
- Create content mind maps for topics/writing phrases for exam tasks
- Listen to French music or radio to improve listening skills
- Watch films and TV in French with English subtitles to further listening skills and vocabulary

Subject: GCSE PE
Head of Department: Mr Simpson
Exam Board: AQA

Overview of assessment

Paper 1 – Applied Anatomy and Physiology – 1 hour 15 minutes – full paper 1
Practical assessment of three sports
NEA coursework Part A

What to study for GCSE PE

Paper 1

- The structure and function of the musculoskeletal system
- The structure and function of the cardio-respiratory system
- Anaerobic and aerobic exercise
- The short and long term effects of exercise
- Health and fitness
- The components of fitness, benefits for sport and how fitness is measured and improved
- The principles of training and their application to personal exercise programmes
- How to optimise training to prevent injury
- Effective use of warm up and cool down
- Use of data – qualitative and quantitative

What to study for GCSE PE

- All lessons and knowledge organisers are on Google Classroom and in the folder
- PE classroom
- Seneca
- GCSE simplified revision guide can be purchased from school
- Flash cards – a good recall method for AOI content
- Revision maps/clocks
- Questioning – pupils/peers/parents/carers questioning
- Attend extracurricular clubs / join a school team or team outside of school to improve practical grades

Subject: Geography
Class Teachers: Mr Currie & Mr Platt

Overview of assessment: Challenges in the Human Environment Paper 2

Question paper: Paper 2 – 1 hour 15 minutes worth 63 marks in total

What to study for Geography

This component will assess:

Urban Issues and Challenges – Newly emerging Economies

- A growing percentage of the world's population lives in urban areas
- Factors affecting the rate of urbanisation, including migration and natural increase
- Urban growth creates opportunities and challenges for cities in LICs and NEEs
- An understanding of the location, causes of growth, opportunities, challenges and management of the challenges in Rio de Janeiro.

Urban Issues and Challenges – UK as a High-Income Country

- Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges. Manchester is one such city
- Urban sustainability requires management of resources and transport
- Features of sustainable urban living include:
 - water and energy conservation
 - waste recycling
 - creating green space
 - how urban transport strategies are used to reduce traffic congestion

The Challenge of Resource Management

- The significance of food, water and energy to economic and social well-being
- An overview of global inequalities in the supply and consumption of resources
- An overview of resources in relation to the UK
- The growing demand for high value food exports from low-income countries and all year demand for seasonal food and organic produce
- Larger carbon footprints due to the increasing number of 'food miles' travelled and moves towards local sourcing of food
- The trend towards agribusiness
- The changing demand for water
- Water quality and pollution management, matching supply and demand, areas of deficit and surplus
- The need for transfer to maintain supplies
- The changing energy mix: reliance on fossil fuels, growing significance of renewables
- Reduced domestic supplies of coal, gas and oil
- Economic and environmental issues associated with exploitation of energy sources

How to study for Geography

- Create quote banks and case study banks for each unit
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topic or verbally practice answering example questions
- Create revision cards
- Create content posters in your bedroom to visualise your revision
- Dual coding
- Flow diagrams
- Revision grids
- Exam questions
- Use of revision guides and cards.
- GCSE Pod videos or;
- Online based videos for the AQA specification.
- Come to any day lunch time drop-ins with class teacher for specific support on revision
- Complete all SENECA homework
- Speak to teachers about revision support and attend any sessions offered to you

Subject: History
Head of Department: Miss Lees

Overview of assessment

You will be completing 2 papers

1. A Crime and Punishment Paper (1 hour 10 minutes)

This will cover crime through time and law enforcement through time

2. A Cold War paper (55 minutes)

This will cover certain topics from the Cold war (see below)

What to study for History

Crime and Punishment

- Medieval Crime, Law Enforcement (1000-1500)
- Early Modern Crime, Law Enforcement (1500-1700)
- Industrial 18th and 19th century Crime, Law Enforcement (1700-1900)
- Modern Crime, Law Enforcement (1900-present)

Cold War

You only need to revise the following topics:

- The Grand Alliance and war time conferences (Tehran, Yalta, Potsdam)
- The Marshall Plan, Comecon and Cominform
- The Cuban Crisis 1959-1962 and its consequences (The Cuban Revolution, The Bay of Pigs incident, the Cuban Missile Crisis, Nuclear treaties e.g. the Test Ban Treaty)
- The Soviet invasion of Afghanistan and its consequences e.g. The Olympic Boycotts 1980 & 1984
- The end of the Cold War (The fall of the Berlin Wall, the collapse of the USSR, the coup against Gorbachev)

How to study for History

- Your books are your first point of revision – use these
- All lessons have been posted on Google Classroom
- Use the knowledge organisers stuck in your crime books
- You have been given an overview timetable for Cold War to help you revise
- Use the revision cards which we have been making as part of our homework
- Seneca – this is brilliant for History revision. You can complete Seneca topics without them being set as an assignment
- Miss Lees' revision board – pupils from all classes are welcome to take revision sheets from here
- If you have purchased revision guides, use them! They are still available to purchase on Parent Pay

Subject: ICT
Class Teacher: Mrs Drury

Overview of assessment

Your assessment will be conducted online and will consist of matching activities, multiple choice and extended writing.

What to study for ICT

- Hardware & Software
- Inputs and outputs
- Types of software
- Physical protection methods
- Validation
- IT services and how they help organisations
- Data protection
- Databases
- Data types
- Data fields
- Connectivity technology
- Social media
- Cloud storage v in-house servers
- Network topologies
- Network protocols
- Digital footprint

How to study for ICT

- Use your work from lessons as your first point of revision
- The knowledge organisers have all the key knowledge you need available on Google Classroom
- On Google Classroom you will find materials for revision
- Make revision cards, mind maps or question cards
- Make a quiz and get someone at home/a friend to test you
- Online resources: Seneca / <https://www.youtube.com/playlist?list=PLFh1-6PmVS7aApp-JbcOEnjBAHXHsOB2a>

Subject: Foundation/Intermediate Maths

Head of Department: Mr Horne

Overview of assessment

- Paper 1 – Non-calculator – 90 minutes
- Paper 2 – Calculator – 90 minutes

Question paper:

You will sit two 90-minute GCSE past papers. The first one will be non-calculator, the second calculator. These will both be worth 80 marks. For your actual GCSE's you will sit three Maths papers. We will use the grade boundaries from the year the papers were sat so we can give you the best prediction of how you will perform in your GCSE.

The paper will test everything you have been taught in Maths since year 7. It will have questions worth 1-2 marks at the start and then will have problem solving questions worth upwards of 2 marks. It is important you try to write something for every question leaving no question blank. You get marks for correct working out.

How to study for Maths

1. Log onto Sparx
2. Click on independent learning at the bottom left of the screen
3. Search the topic/code you want to revise in the search bar and ensure you are on 'GCSE'. Try to complete every topic on level 2/3. The topics and codes are located on the next pages.
4. Ensure you watch the videos and answer the questions, writing down any notes and working out you might need along the way.

Paper 1 – Non Calculator		
Questions	Topic	Sparx Code
1a	Term-to-term rules	U213
1b	Term-to-term rules	U213
1c	Term-to-term rules	U213
1d	Multiplying and dividing with negative numbers	U548
2a	Finding the lowest common multiple (LCM)	U751
2b	Finding factors and using divisibility tests	U211
2c	Finding prime numbers	U236
2d	Calculating with roots and powers	U851
3	Drawing and interpreting pictograms	U506
4a	Using and finding equations of linear real-life graphs	U862
4b	Using and finding equations of linear real-life graphs	U862
5	Using a written method to multiply and divide integers	U127, U453
6	Using a written method to multiply and divide integers	U127, U453
7a	Solving direct proportion word problems	U721
7b	Solving direct proportion word problems	U721
8	Solving direct proportion word problems	U721
9a	Writing and simplifying ratios	U687
9b	Writing probabilities as fractions	U408
10	Substituting into expressions	U201
11	Using a pair of compasses	U678
12a	Finding fractions of amounts without a calculator	U881
12b	Sharing amounts in a given ratio	U577
13	Angles on a line and about a point	U390
14a	Estimating calculations	U225
14b	Estimating calculations	U225
15a	Properties of 3D shapes	U719
15b	Finding the volume of spheres	U617
16a	Substituting into real-life formulae	U144
16b	Substituting into real-life formulae	U144
17	Identifying parts of circles	U767
18	Calculating with density	U910
19	Choosing suitable averages and solving problems	U717
20a	Using standard form with negative indices	U534
20b	Multiplying and dividing in standard form	U264
21	Nets of 3D shapes	U761
22	Frequency trees, sharing amounts in a given ratio	U280, U577
23	Adding and subtracting fractions, Dividing fractions	U736, U544
24	Ordering fractions, Reciprocals	U746, U216
25	Using the exact values of trigonometric ratios	U627
26	Expanding double brackets, Factorising to solve quadratic equations	U768, U228

	Paper 2 - Calculator	
Questions	Topic	Sparx Code
1a	Solving equations with one step	U755
1b	Solving equations with one step	U755
1c	Solving equations with two or more steps	U325
2a	Writing and simplifying ratios	U687
2b	Using equivalent ratios to find unknown amounts	U753
3a	Measuring and drawing bearings	U525
3b	Drawing and interpreting scale diagrams	U257
4a	Using algebraic notation	U613
4b	Simplifying expressions by collecting like terms	U105
4c	Using algebraic notation	U613
4d	Algebraic notation, simplifying algebraic fractions by cancelling common factors	U613, U103
5	Converting units of length, mass and capacity	U388
6	Interpreting bar charts, Drawing bar charts	U557, U363
7	Constructing fractions, Simplifying fractions	U163, U646
8a	Reading, converting and calculating with time	U902
8b	Converting units of length, mass and capacity	U388
8c	Converting units of length, mass and capacity	U388
9a	Reading, converting and calculating with time	U902
9b	Finding fractions of amounts with a calculator	U916
10a	Understanding similarity	U551
10b	Finding unknown sides in similar shapes	U578
11	Expanding single brackets	U179
12	Solving direct proportion word problems	U721
13a	Calculating the range	U526
13b	Calculating the mean	U291
14	Using algebraic notation	U613
15	Mixed problems: Finding the area and perimeter of simple shapes	U993
16	Changing the subjects of formulae with one step	U675
17	Solving direct proportion word problems	U721
18a	Converting between ratios, fractions and percentages	U176
18b	Writing and simplifying ratios	U687
18c	Calculating with ratios and algebra	U676
19a	Tree diagrams for independent events	U558
19b	Tree diagrams for independent events	U558
20a	Drawing line graphs	U590
20b	Using lines of best fit	U128
21	Finding percentages of amounts with a calculator	U349
22	Solving direct proportion word problems	U721
23a	Finding error intervals	U657
23b	Finding error intervals	U657
24	Factorising into one bracket	U365
25a	Finding the circumference of circles, Finding the area of sectors	U604, U373
25b	Finding the area of sectors	U373
26	Finding unknown sides in right-angled triangles	U283

Subject: Higher Maths
Head of Department: Mr Horne

Overview of assessment

- Paper 1 – Non-calculator – 90 minutes
- Paper 2 – Calculator – 90 minutes

Question paper:

You will sit two adapted 90-minute GCSE past papers. The first one will be non-calculator, the second calculator. These will both be worth 80 marks. For your actual GCSE's you will sit three Maths papers. We will use the grade boundaries from the year the papers were sat so we can give you the best prediction of how you will perform in your GCSE.

The paper will test everything you have been taught in Maths since year 7. It will have questions worth 1-2 marks at the start and then will have problem solving questions worth upwards of 2 marks. It is important you try to write something for every question leaving no question blank. You get marks for correct working out.

How to study for Maths

1. Log onto Sparx
2. Click on independent learning at the bottom left of the screen
3. Search the topic/code you want to revise in the search bar and ensure you are on 'GCSE'. Try to complete every topic on level 2/3. The topics and codes are located on the next pages.
4. Ensure you watch the videos and answer the questions, writing down any notes and working out you might need along the way.

	Paper 1 - Non Calculator	
Questions	Topic	Sparx Code
1	Solving simultaneous equations using elimination	U760
2	Solving double inequalities	U145
3	Calculating with density	U910
4	Interpreting box plots	U837
5	Choosing suitable averages and solving problems	U717
6a	Using standard form with negative indices	U534
6b	Multiplying and dividing numbers in standard form	U264
7	Frequency trees, Sharing amounts in a given ratio	U280, U577
8	Adding and subtracting fractions, Dividing fractions	U736, U544
9	Ordering fractions, Reciprocals	U746, M216
10	Expanding double brackets, Factorising to solve quadratic equations	U768,
11	Using equivalent ratios to find unknown amounts	U753
12	Calculating with roots and powers	U851
13a	Graphs of exponential functions	U229
13b	Graphs of exponential functions	U229
14	Venn diagrams with set notation	U748
15a	Tree diagrams for dependent events	U729
15b	Tree diagrams for dependent events	U729
16a	Indices of the form a/b	U772
16b	Indices of the form a/b	U772
17	Solving shape problems involving coordinates	U889
18	Writing algebraic proofs	U582
A	Lowest common multiple	U751
B	Percentage profit	U278
C	Forming and solving equations	U599
D	Ratio scaling	U176, U577
E	Perimeter of part of a circle	U221
F	Combining ratios	U921
G	Box Plots	U837

Paper 2 - Calculator		
Questions	Topic	Sparx Code
1a	Finding the highest common factor (HCF)	U529
1b	Finding the lowest common multiple (LCM)	U751
1c	Prime factor decomposition	U739
2	Finding equations of straight line graphs	U315
3a	Drawing line graphs	U741
3b	Using lines of best fit	U128
4	Finding percentages of amounts with a calculator	U349
5a	Finding error intervals	U657
5b	Finding error intervals	U657
6	Factorising into one bracket	U365
7	Probabilities of mutually exclusive events	U683
8a	Finding the circumference of circles, Finding the area of sectors	U604, U373
8b	Finding the area of sectors	U373
9	Finding the percentage an amount has been changed by	U278
10	Finding unknown sides in right-angled triangles	U385
11	Angles in polygons	U427
12a	Sampling and bias	U162
12b	Finding original values in percentage calculations	U286
13	Calculating with speed	U151
14	Expanding single brackets	U179
15	Solving quadratic equations using the quadratic formula	U665
16	Growth and decay	U988
17	Tree diagrams for independent events	U558
18	Solving quadratic inequalities	U133
19	Interpreting histograms	U983
A	Volume of cuboid	U786
B	Circumference of a circle	U604
C	Expanding triple brackets	U606
D	Solving inequalities	U145
E	Cumulative frequency graph	U182
F	Mode, median, mean, range, IQR	U456, U526,
G	Fractional indices	U772

Subject: Music
Head of Department: Mr Galley

Overview of assessment: Paper 1 Understanding Music – Section A Unfamiliar music

Question paper: Paper 1: 1 hour worth 60 marks. (Usually 96 marks in total) 8 listening questions. 2 on each area of study.

What to study for Music

This component will assess:

Section A

Area of Study 1 Western classical Music (The Coronation Anthems and Oratorios of Handel/The Orchestra Music of Haydn, Mozart and Beethoven/ The piano music of Chopin and Schumann/ The Requiem of the late Romantic period)

Area of Study 2 Popular Music (music of Broadway 1950s to 1990s/ rock music of 1960s and 1970s/ film and computer gaming music 1990s to present/ pop music 1990s to present)

Area of Study 3 Traditional Music (Blues music from 1920-1950/ Fusion music incorporating African and/or Caribbean music/ Contemporary Latin music/ Contemporary Folk music of the British Isles)

Area of Study 4 Traditional Music (The orchestral music of Copland/ British music of Arnold, Britten, Maxwell-Davies and Tavener/ The orchestral music of Zoltan Kodaly and Bela Bartok/ Minimalist music of John Adams, Steve Reich and Terry Riley)

How to study for Music

- Test yourselves, ask a parent/sibling/carer/friend to test you on your key terms, or characteristics of each Area of Study
- Use quizlet to test your knowledge on all key words and Areas of Study
- Create revision cards
- Create content posters in your bedroom to visualise your revision
- Use the key words PowerPoint in Google Classroom to test yourself on all key words
- Speak to teachers about revision support and attend any sessions offered to you

Subject: Science
Head of Department: Mr Charles

Overview of assessment

- Combined Science Foundation and higher- 2 x 1 hour 15 minute papers on Chemistry and Physics
- Separate Science- 2 x 1 hour 45 minute papers on Chemistry and Physics

Question paper:

Both exam papers are worth 70 marks each and make up a third of the overall double grade you will receive from science at the end of year 11. These exams will be real past papers and we will use real mark schemes and grade boundaries so we can give you the best prediction of how you will perform in your GCSE.

Once you have completed year 10 you will have finished all the content for paper 1, Biology mock exam will be done in the Summer; this will not be revisited on its own again until revision. We will cover content within Do Now activities and re-teach where knowledge is needed for Paper 2 content, but you must revise well for these exams to build high quality base knowledge.

What to study for Science

This component will assess:

Chemistry- Atomic structure & the periodic table, Bonding, Quantitative chemistry, Chemical changes and Energy changes

Physics- Energy, Electricity, Particle model of matter and Atomic structure

All papers will include 40% knowledge recall, 40% application to new ideas and 20% maths e.g. calculations, graphs, etc.

You will be given a periodic table in the chemistry exam and a physics equations sheet in the physics paper

How to study for Science

Sparx should be the first point of revision, with all topics set out as in the exam and thousands of questions and topics to test yourself on. You will receive homeworks on Sparx every 2 weeks from science to complete, but you should also be looking at topics in your own order as well. Teachers will also provide 'green sheet' exam questions to support your revision.

Every pupil should have a revision guide, this will give all the content for both years of your GCSE science course.

Google Classroom and the revision website for school contain knowledge organisers and revision mats for you to use to support your revision. There is also a selection of practice questions on Google Classroom with mark schemes. Knowledge organisers contain all the information in a condensed form with clear details of the most important aspects you need to learn. Revision mats look similar to knowledge organisers, but have gaps and questions for you to complete and test what you know. You should use knowledge organisers from the very start of your revision alongside your revision guide, but should begin to bring in revision mats about halfway through; once you're feeling confident with what you know, this will allow you to identify gaps in knowledge.

Subject: Spanish
Class Teacher: Miss Ruane
Exam Board: AQA

Overview of assessment

Your assessment will consist of 3 parts of the 4 skill areas assessed on the GCSE exam:

Listening Reading Writing

Each skill will be worth 1/3 of your grade

Writing	Reading	Listening
Q1- A photo card Q2- A 50 word written task Q3- A grammar gap fill Q4- Translation from English to Spanish Q5- a 90 word written task (choice of two) <ul style="list-style-type: none">• Higher- Q1 Translation, Q2 90 words, Q3 150 words	Multiple choice and short answers Translation from Spanish to English	Multiple choice and short answers Dictation

What to study for French

Topic Area 1 – Free time and celebrity culture

Topic Area 2 – Holidays and Spanish speaking countries

Topic Area 3 – Family, relationships and festivals

Grammar:

Nouns & adjectives - word order and agreement

Connectives - and, also, but, however, because

Verbs (present, past, future) - como, comí, voy a comer

Modal verbs - se puede = you can

Reflexive verbs - me llevo bien... = I get on with

Justification of opinions – porque / ya que es... = because it is

Conditional tense - me gustaría = I would like

Comparative / superlative adjectives – es más/menos....que... = it is more/less.... than

How to study for Spanish

- Log on to Google Classroom/Classcharts for knowledge organisers and vocabulary lists
- Complete past paper questions from the AQA website (Spanish 8692)
- Use your exercise book, quizlet, booklet to master vocabulary on the topics listed above
- Create revision cards, flash cards with key questions/vocabulary/key phrases
- Create content mind maps for topics/writing phrases for exam tasks
- Listen to Spanish music or radio to improve listening skills
- Watch films and TV in Spanish with English subtitles to further listening skills and vocabulary

7 TIPS FOR MANAGING EXAM STRESS

REACH
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FOR YOUNG PEOPLE

FOR PARENTS/CARERS

Stay organised with to-do lists and study timetables



Give them time off chores and non-urgent family stuff

Take regular study breaks



Encourage them to keep doing the activities they did before exams

Have a dedicated study space



Help them set up a study space and make sure the rest of the family understands

Have a long term goal



Chat with them about what they want to do after exams

Get as much sleep as possible



Remind them to go to bed at a regular time each night

Remember your health: eat well and stay active



Go on study break walks with them and try to cook wholesome meals

Talk to the people around you



Make a time to chat to them and let them vent