



Aspire | Achieve | Thrive

Revision List Year 10

January 2024

Top 10 tips to support your child with revision

- **Being a role model** - Help support them with revision by asking them questions, reading their notes and listening to them
- **Help them set goals** - Encourage them to keep their goals planner visible – e.g. printed and displayed on their bedroom wall. Help focus them and talk to them about their goals regularly
- **Keep them active** - Encourage them to keep active on a daily basis
- **Healthy eating** - Encourage them to eat breakfast everyday Eating the right food and drink can energise your system, improve alertness and sustain your child through the long exams
- **Time out** - Encourage them to build in opportunities to take some time out every week, away from study
- **Sleep patterns** - Young people need between 8 – 9 hours sleep per night
- **Unplugging** - Encourage them to unplug from technology everyday. Help them switch off from technology at least 30 mins- 1 hr before going to sleep
- **Staying cool & calm** - Promote a balance of their academic studies & other activities during the week
- **Belief** - Give them positive reinforcement
- **Be supportive**

English

Type of assessment

'A Christmas Carol' Exam Essay

Length of assessment

50 minutes

- I can recall the plot of A Christmas Carol.
- I can recall the themes in A Christmas Carol.
- I can recall key quotations in A Christmas Carol.
- I can recall key characters in A Christmas Carol.
- I can recall the key context of A Christmas Carol.
- I can analyse Dickens' language in key extracts.
- I can understand Dickens' allegorical message.
- I can use a thesis to introduce an essay.
- I can structure an essay response.
- I can conclude an essay effectively.

Maths FOUNDATION

Type of assessment

50 Mark Recall Assessment, including vocab, fundamental topics and content from Half term 1/2

Length of assessment

One lesson

- I can convert FDP
- I can work with fractions
- I can complete the 4 operations with fractions
- I can work with percentages
- I can work with ratio
- I can work with direct proportion
- I can work with powers, roots, index laws
- I can convert between SIF and ordinary numbers and use to calculate problems
- I can use basic algebraic concepts to notate and simplify expressions and equations
- I can substitute into expressions and equations
- I can expand and factorise bracket(s)
- I can solving equations
- I can rearrange formula to change the subject of an equation
- I can find missing angles in polygons

Maths HIGHER

Type of assessment

50 Mark Recall Assessment, including vocab, fundamental topics and content from Half term 1/2

Length of assessment

One lesson

- I can use and apply all index laws to numerical and algebraic values
- I can read and use standard form for all types of numbers to solve problems
- I can use and apply the concepts of bounds, accuracy and truncation to solve problems
- I can apply all four operations to fractions and mixed numbers to solve problems
- I can solve percentage problems in context
- I can apply ratio concepts to solve problems
- I can use numerical and algebraic methods to solve direct and inverse proportion problems
- I can calculate with surds
- I can work with sequences
- I can expand and factorise brackets and simplify algebraic terms
- I can rearrange all formulae to change the subject
- I can solve any type of linear equation and simple algebraic fractions
- I can solve linear simultaneous equations using any method
- I can solve compound measure problems involving speed, density and pressure.

Option Science - TRIPLE

Type of assessment

Mini Mock on topics covered so far this year.

45 Marks - Completed in 1 lesson. 15 marks for Bio, Chem and Phys

Length of assessment

One lesson

- Explain how pyramids of biomass are used in the study of ecosystems
- Explain how different factors affect food security
- Explain how corrosion occurs and how it can be prevented
- Describe the difference between ceramicx, polymers and composites
- Describe the structure and function of the human brain
- Explain how thermoregulation is used to control body temperature
- Explain how osmoregulation is used to control body water levels - including the function of the kidneys and dialysis
- Explain how to investigate the function of plant hormones
- Explain how chemical tests are used to identify different chemical substances
- Explain how gas pressure is caused

Science

Type of assessment

Mini Mock on topics covered so far this year.

45 Marks - Completed in 1 lesson. 15 marks for Bio, Chem and Phys

Length of assessment

One lesson

- Explain how electrical circuits work.
- Describe and explain the purpose of the National Grid
- Describe the process of mitosis
- Explain how to investigate the effect of pH on the activity of an enzyme (amylase)
- Describe how to carry out different food tests.
- Describe and explain the process of fractional distillation
- Describe the processes of osmosis, diffusion and active transport
- Explain how substances move in plant cells
- Explain the difference between endothermic and exothermic reactions
- Explain the properties of giant covalent substances like graphite and diamond
- Explain the bonding and properties of metals
- Explain what is meant by specific heat capacity and specific latent heat

History

Type of assessment

Henry and His ministers exam

Length of assessment

50 minutes

- Henry in 1509
- Tudor England in 1509
- Policies before 1515
- Rise of Wolsey
- Wolsey's domestic policies
- Wolsey's Foreign policies
- Reasons for and difficulties in getting an Annulment
- Fall of Wolsey
- Rise of Cromwell
- Break with Rome up to and including 1534

Geography

Type of assessment

Past Paper - Paper 2 Section A Exam A mix of short answers and extended writing (one 9 marker)

Length of assessment

50 minutes

- Patterns of urbanisation
- Factors of urbanisation
- Megacities
- Introduction to Rio de Janeiro
- Opportunities in Rio
- Environmental challenges of urban growth
- Feed forward
- Economic and social challenges that urban growth
- Favelas
- Urban planning: Favela Barrio Project
- Bristol: Major UK city and internationally important.
- Impact of migration on Bristol
- Social and economic opportunities in Bristol
- Social and economic challenges in Bristol
- Urban greening
- Environmental challenges in Bristol (Dereliction and urban sprawl)
- Waste management in Bristol
- Urban regeneration (Temple Quarter)
- Urban sustainability
- Sustainable living in Freiburg
- Sustainable traffic management

French

Type of assessment

Speaking (role play - 10 marks), Reading (30 marks), Listening (20 marks), Writing (44 marks)

Length of assessment

2 lessons

- Talking about where you live, weather and transport.
- Describing a town, asking the way, describing a region.
- Discussing what to see and do in your town/region
- Discussing plans in different weather
- Describing community projects using 3 tenses (present / past / future).

Art

Type of assessment

Multiple choice questions and practical task in lesson, plus marking of practical work.

Length of assessment

20 minutes + 20 minutes

- Colour theory
- Methods of recording
- Mark making techniques
- Scaling in art

PE

Type of assessment

Knowledge recall test 50 questions

Length of assessment

One lesson

- Types and provision of sport and physical activity for different types of participant
- Types and needs of sport and physical activity participants
- Barriers to participation in sport and physical activity for different types of participant
- Methods to address barriers to participation in sport and physical activity for different types of participant
- Different types of sports clothing and equipment required for participation in sport and physical activity
- Different types of technology and their benefits to improve sport and physical activity participation and performance
- The limitations of using technology in sport and physical activity
- Planning a warm up
- Adapting a warm-up for different categories of participants and different types of physical activities

Computer Science

Type of assessment

Students will complete an assessment based using a range of exam-style questions, assessing their understanding of the course content covered to date.

Length of assessment

45 minutes

- Architecture of a CPU : Fetch-Decode Execute Cycle, CPU Components, Von Neumann Architecture and CPU Registers
- CPU performance: Cores, cache and clock speed
- Embedded Systems: purpose and characteristics
- Memory: The purpose of RAM and ROM, Virtual Memory
- Secondary Storage: Types of Store (Optical, Solid State and Magnetic), Capacity, Speed, Portability, Durability, Reliability and Cost of Storage Devices.
- Units of Data Storage: Bits, Bytes, KB, MB, GB, PB, Converting between units (eg convert KB to MB).
- Data Storage (Numbers): Binary to Denary, Hex to Denary, Binary to Hex Conversion, Binary Addition, Binary Shifts
- Data Storage (Characters) : Character Sets (ASCII and Unicode),
- Data Storage (Images): Pixels, Metadata, Colour Depth, Resolution.

Information Technology

Type of assessment

Official BTEC Component 1 Assessment on 'User Interfaces' - which will involve a written coursework document and creation of a user interface for a given scenario. This assessment will contribute 30% of students' overall grade in Year 11.

Length of assessment

8 hours minimum

- Types of User Interface
- Factors Affecting the Choice of User Interface
 - Hardware and Software Interfaces
- Accessibility Needs
 - Skill Level & Demographics
- Design Principles - Visual Elements
 - Design Principles - User Perception
 - Design Principles - Content & Layout
- Efficient User Interfaces
- Planning Tools
 - Visual Planning Tools
 - Methodologies
- Project Proposal
- Project Plan
- Project Planning
- Project Planning
- Project Proposals
- Designing User Interfaces
- Prototypes
- Project Review

Drama

Type of assessment

REAL Comp 1 Assessment on 'HOPE' - which will involve a written coursework document plus practical engagement in workshop lessons.

Length of assessment

All lesson in January - March - 10 hours minimum

- I can devise drama
- I can prepare improvisation
- I can spontaneously improvise
- I can perform a range of different characters
- I can interpret script for performance
- I understand how semiotics impact performance
- I can work with a range of others
- I can identify key aspects of naturalistic performance style
- I can identify key aspects of a physical theatre performance style
- I can identify key aspects of an epic theatre performance style
- I can interpret script in performance
- I understand a range of roles within the performing arts and can elaborate on their responsibilities and skills
- I can describe a range of genres
- I can discuss a range of staging formats
- I can describe a range of narrative structures
- I can evaluate the work of self and others
- I can perform using a range of drama techniques

Food tech/catering

Type of assessment

Short answer exam based questions (30 marks) and practical task in lesson, plus marking of practical work (20 marks)

Length of assessment

30 minute theory exam 50 minute practical assessment

- Commercial and non-commercial establishments
- Residential and non-residential establishments
- Types of food service
- Types of contract
- Job roles and responsibilities of the kitchen brigade
- Qualifications needed for the kitchen brigade
- Structure of job roles in a small hotel
- Contract for front of house staff in a hotel
- Dress code for front of house staff
- Job roles and responsibilities for front of house staff
- To be able to follow a timeplan to prepare a dish
- To cook the dish correctly
- To wash and clean your area to a high standard
- To complete the special points in a timeplan

Modern Britain

Type of assessment

A mixture of short and extended writing questions. All based on a past GCSE paper for the Term 1 SoW that has been taught on the GCSE Paper 2, Theme A, Religion, Relationships and Families and Theme E Religion, Crime and Punishment.

Length of assessment

One lesson

- I understand Human sexuality and different religious views
- I understand the nature and the purpose of the family within two different religions
- I understand gender equalities within two different religions
- I understand sex before marriage and the meaning of marriage within two different religions.
- I understand different kinds of family; different types of contraception in two religions
- I understand divorce and remarriage in two different religions
- I can understand what is a crime?; Good versus Evil ; What is an action? and what is an intention?
- I can understand reasons for crime and the different types of crime within two religions
- I can understand within crime and punishment the different types of punishment; I can understand the aims of punishment within two religions.
- I can understand the different types of crime and the law breakers within two religions

- I can understand the different types of suffering and the causes of suffering to others within two religions
- I can understand the treatment of criminals within two religions.
- I can understand the attitude to forgiveness within two religions.
- I can understand the death penalty within two religions.
- I can understand the attitudes towards the death penalty within two religious views.

Music

Type of assessment

A mixture of short and extended questions based on a variety of Musical Genres through a listening based exam style assessment

Length of assessment

One lesson

- I can identify dynamics
- I can identify different tempo
- I can identify a range of instrumentation
- I can identify the structure and form
- I can use Italian musical terms
- I can identify a range of genres
- I can perform using an instrument of my choice
- I can rehearse and improve performance
- I can evaluate the work of self and others
- I can analyse the performances of influential artists
- I can compose music

HSC

Type of assessment

Official BTEC Component 1 Assessment on 'Factors' which will involve a written coursework document and creation assignment based on factors that impact on development throughout a given lifestage. This assessment will contribute 30% of students' overall grade in Year 11.

Length of assessment

1 hr 30 mins

- Lifestages
- Physical development throughout each lifestage
- Intellectual development throughout each lifestage
- Emotional development throughout each lifestage
- Social development throughout each lifestage
- Factors (Physical, Lifestyle, Emotional, social, cultural, environmental, economic)
- Supportive/unsupportive relationships
- Life events (expected and unexpected)
- Coping with change caused by life events

CD

Type of assessment

Official BTEC Component 1 Assessment on 'Factors' which will involve a written coursework document and creation assignment based on factors that impact on development of a child. This assessment will contribute 30% of students' overall grade in Year 11.

Length of assessment

1 hr 30 mins

- Growth
- Development across each age group (0-18 months, 18 months-3 years, 3-5 years)
- Centile Charts
- Professionals that support measuring growth and development
- Milestones
- Factors that impact on development (Physical, environmental, social, financial)

Business

Type of assessment

50 question recall test and two extended writing questions

Length of assessment

One lesson

- Dynamic Nature of Business
- Role of Business Enterprise
- Risk and Reward
- Customer Needs
- Market Research
- Market Segmentation
- Competitive Environment
- Business Aims and Objectives
- Business Revenues, Costs and Profits
- Breakeven
- Cash and Cash Flow
- Sources of Business Finance

Media

Type of assessment

Official BTEC Component 1 Exploring Media Products

Length of assessment

10 hours - 3 hours Learning Aim A; 7 hours Learning Aim B

- Writing a Research Log for 3 Media Forms (moving image, print, interactive)
- Analysis of genre, narrative, representation and media production techniques in 2 films
- PSA to be released in January; all Revision Materials in Google Classroom

