

Year 11 Revision Booklet

PPE1



***“Build Character, Create Learners
and Transform Lives”***



Accrington Academy

The best in everyone™

Part of United Learning

Our Core Values

#TEAMAA



Truth - We will tell the truth to ourselves and each other, even when it's hard

Forgiveness - To let go of bad feelings

Effort - We will work hard, individually and as a team and never give up

Resilience - The ability to face up to and overcome challenges

Ambition - We will always aim high and challenge ourselves to be the best we can be

Motivation - A drive to achieve your goals

Manners - We will respect everyone in our school and treat everyone with kindness

Respect - treating others as you would expect to be treated



How to Prepare Effectively

Planning to revise:

It is hugely important to plan in what you will revise when otherwise you will underestimate how long each topic/subject will take and run out of time.

By planning in when you will do things you can plan for spaced repetition which is proven to be one of the most effective revision techniques.

Exam Timetables:

Timetables will be issued before Half Term and should be used to support revision.

Students will need to know their assigned seat number and candidate number.

Equipment

2 x black biro pens, not blue

Pencil, eraser and sharpener

Calculator (for calculator exams), remove the back/cover

Pencil cases must be clear, no writing, stickers, paper or graffiti

Clear water bottles, labels removed

No mobile phones or watches



Exam Regulations

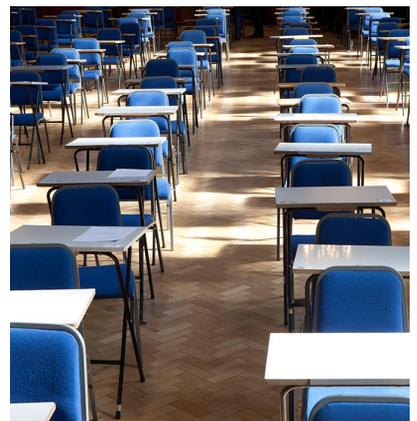
Remain silent upon entry and once in the hall

No communication, verbal or non-verbal, with anyone, this includes turning and looking around

Listen to the invigilator and staff instructions

Leave your **phone**, **watch** or any electronic device in your bag

Cheating or attempting to cheat will result in disqualification





Aim High! Work Hard!

Target Grade 9

Your next steps, your choices,
keep your options open!



College courses, A
Levels... required a
minimum of 5 GCSEs at
Grade 4+

Many are now starting
to ask for 5 Grade 5+

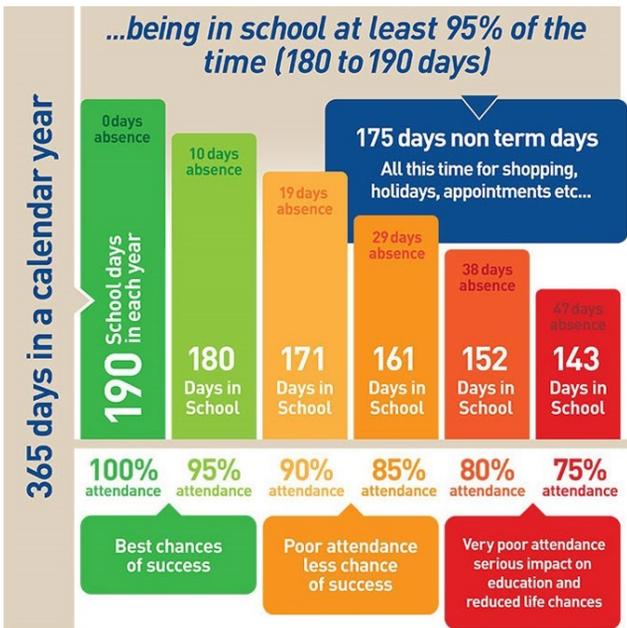


| Legacy GCSEs | New GCSE Grades | Vocational Qualifications BTECs | New GCSE Grade Equivalent | |
|--------------|-----------------|---------------------------------|---------------------------|---------|
| A* | 9 | Distinction* | 8.5 | Level 2 |
| | 8 | | | |
| A | 7 | Distinction | 7 | |
| | 6 | Merit | 5.5 | |
| B | 5 | | | |
| C | 4 | Pass | 4 | |
| | D | 3 | Distinction | 3 |
| E | 2 | Merit | 2 | Level 1 |
| F | | | | |
| G | | | | |
| U | U | Not Yet Achieved (NYA) | | |





| | | | |
|-------------------------|------------------------|----------------|-----------------|
| | | NVQ Equivalent | |
| Secondary School | Year 10 | Level 2 | GCSE |
| | Year 11 | | |
| A Level | Year 12 Lower Sixth | Level 3 | A Level |
| | Year 13 Upper Sixth | | |
| University | | Level 4 | Bachelor Degree |
| | | Level 5 | |
| | | Level 6 | |
| Postgraduate University | | Level 7 | Masters |
| | | Level 8 | PHD |



77% of students with 95% attendance achieved 5 GCSEs including Maths and English.

43% of students with less than 90% attendance achieved 5 GCSEs including Maths and English.

32% of students with less than 80% attendance achieved 5 GCSEs including Maths and English.



Revision

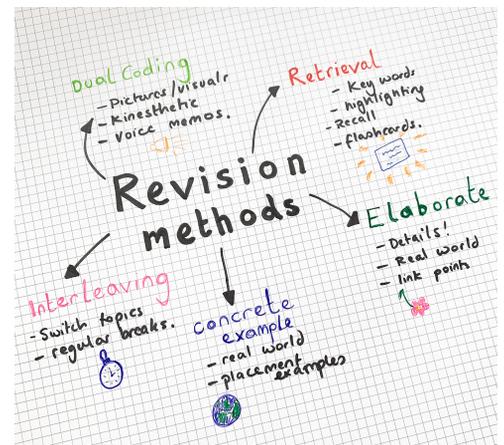
What doesn't work?

- X Reading and re-reading notes or textbooks
- X Copying notes exactly
- X Hi-lighting notes



What does work?

- Planning and organising revision
- Interleaving to manage what and when
- Re-writing notes in your own words
- Hi-lighting keywords only to help create resources
- Creating flash cards to test retrieval and identify areas to focus on
- Creating mind-maps to dual code and help long-term memory
- Past-papers and exam questions
- Linking topics together and using real-world examples to connect



Organising and Planning Revision

| Time: | | | | | |
|---------------------------|--|--|--|--|--|
| Monday 6th December | | | | | |
| Tuesday 7th December | | | | | |
| Wednesday 8th December | | | | | |
| | | | | | |

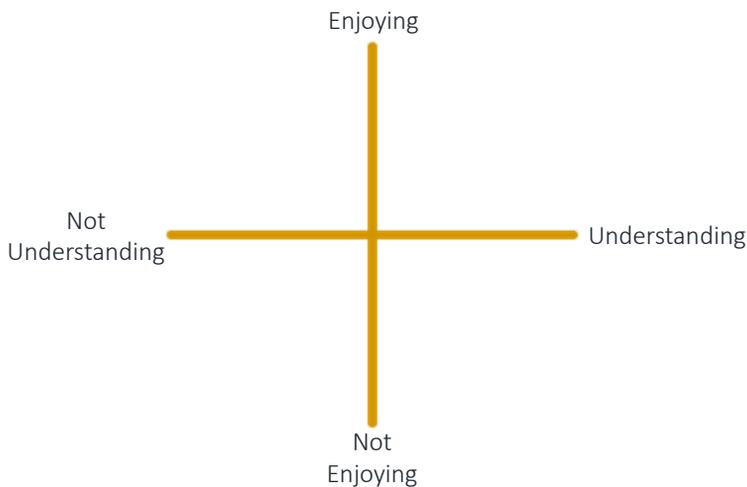


| Year 11 Maths | |
|--|---|
| Topic | Topics & Tools to Support Revision |
| KPI 10.1 Rearranging formulae | Foundation Hegarty clips: 280, 281, 282 Higher Hegarty clips: 283, 284, 285, 286 |
| KPI 10.2 Linear Graphs | Foundation and Higher Hegarty clips: 206, 894, 895 |
| KPI 10.3 Gradient and y- intercept | Foundation and Higher Hegarty clips: 201, 202, 203, 204, 207, 208, 209, 211, 212, 213, 214, 215, 216 |
| KPI 10.4 Compound measures (speed, density and pressure) | Foundation and Hegarty clips: 716, 717, 719, 720, 721, 724, 874, 875, 876, 877, 878, 879, 725, 726, 734, 735, 736 |





The Bottom Left



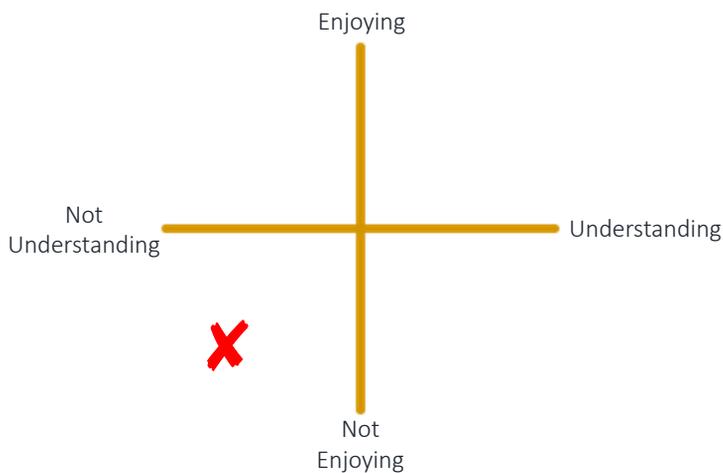
Organising and Planning Revision

The amount of revision and coursework tasks can be overwhelming. By using lists, you might miss the **bigger picture**.

Use this grid **per** subject to get a better idea of how you are doing with the entire subject.

You'll be able to use and manage your time more effectively and know where to target your energy.

The dreaded Bottom Left!



You will naturally avoid the bottom left. But you will need to prioritise these tasks to improve your progress.

How can you move the task further upwards or further right?

This will help you focus on your weaknesses.

This way you'll know **why** you're doing what you're doing.

The Pomodoro Technique

Working in short bursts creates lots of energy and effort, even on long tasks we don't feel motivated to do.
(The Bottom left!)

25-minute sprints- 25-minutes on and 25-minutes off.

Find somewhere quiet, arrange the resources you need and set yourself 25-minutes of focused working, no distractions.

Reward yourself with a 25-minute break and repeat.

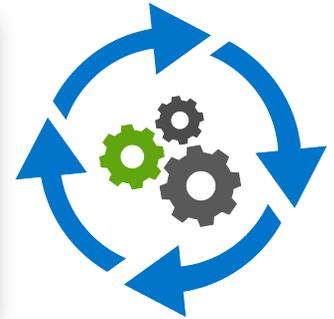
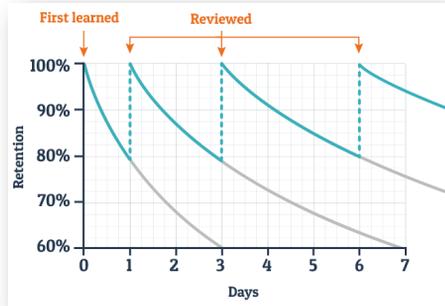




Organising and Planning Revision

Spaced Repetition

| | | |
|--------|--------|---------------------------|
| Step 1 | Create | Create your resources |
| Step 2 | Test | Straight away or same day |
| Step 3 | Test | Next day |
| Step 4 | Test | 2 days later |
| Step 5 | Test | 4 days later etc. |



Top Tips: Keep increasing the space of time between each test of the same topic.
 Topics you know well can be left for longer.
 Topics you don't know well should be tested again sooner.

Interleaving

Instead of 'blocking'



....set shorter slots (a maximum of 1 hour) to recall each subject and then take a short break.

Then, switch to a new subject topic, followed by a short break etc.

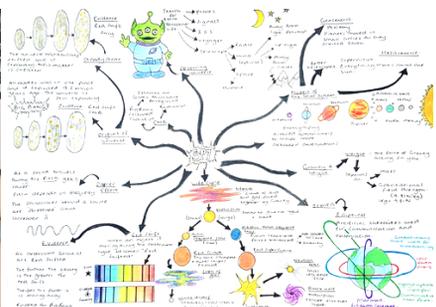
Top Tips

1. After the break, quickly test yourself on what you just revised before moving on. Then move straight onto the new subject topic.
2. Do a quick recall of all the topics you've revised that day at the end of the day.

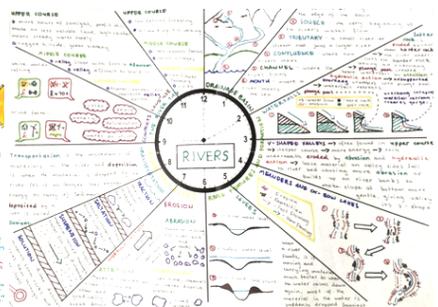
Flash Cards



Mind Maps



Revision Clocks



Our Values:

Truth



Effort

T.E.A.M

Ambition



Manners



Making Flash Cards

Creating Resources Revision

- Use one side for a key word or small topic title
- (for larger topics- break it down)
- OR phrase as a question
- Check your notes! Use the specification and textbooks
- Colour code topics to group cards together
- Simplify notes into your own words, start with definitions
- Bullet points for punchy retrieval
- Use images and diagrams to help your memory

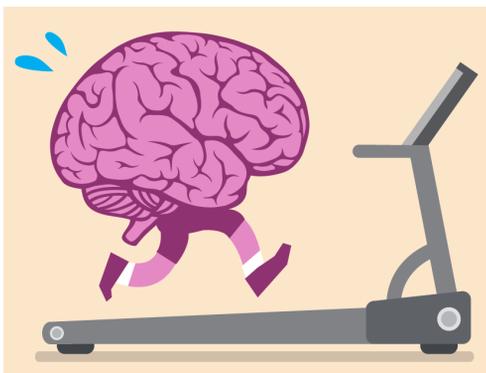


- Don't overload a flash card
- Make them as neat as possible, take your time
- Mix up the format, some keyword and fact cards, some question cards
- Exam technique focus cards, types of questions

The act of creating them is effective revision
but use them!
Test yourself and ask others to test you.

Active Recall

Actively trying to remember something by seeing what you know from memory, by testing or quizzing yourself, or getting someone else to.



1. Effortful Retrieval
2. Assess what you know and don't know

| | | |
|--------|----------------|---|
| Step 1 | Create | Create resources to recall from |
| Step 2 | Test | Test yourself or ask someone else to test you |
| Step 3 | Compare | Compare what you've remembered to what it should be |
| Step 4 | Review | Review what you didn't remember |
| Step 5 | Repeat | Test yourself again |

Top Tips: Don't spend too long making the resources. That isn't revising! They're making a resource to revise from, most of the time should be doing **active recall**.

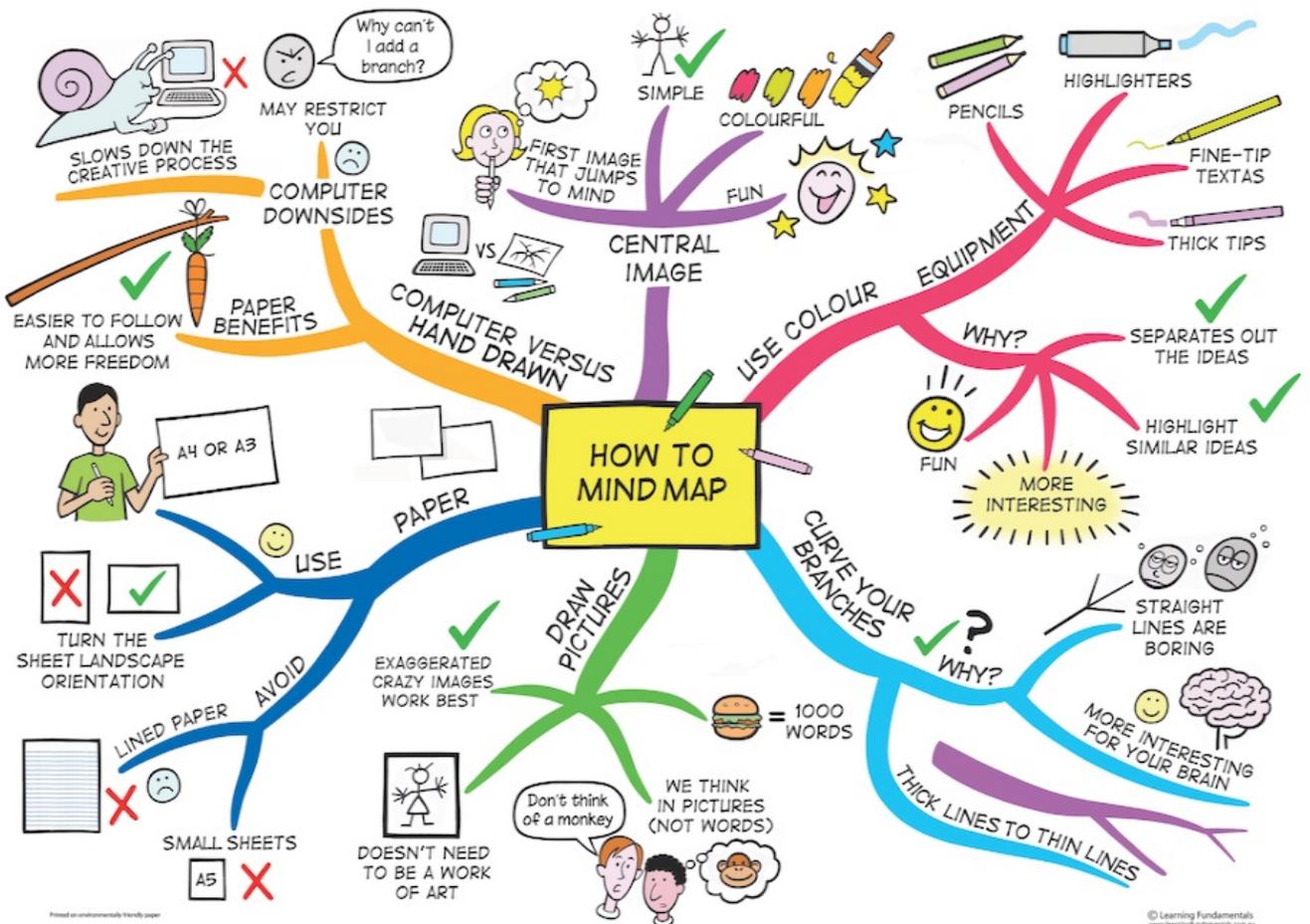
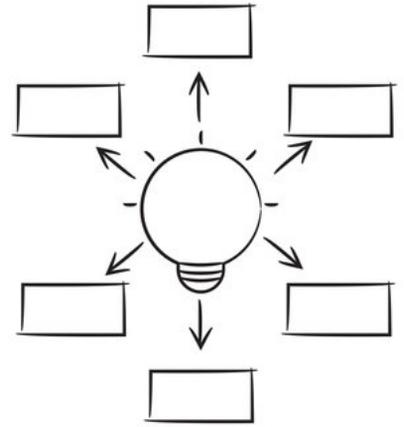
You should quiz subject knowledge weaknesses more than strengths.



Creating Resources Revision

Making Mind Maps

- Paper based tends to be more effective
- Use landscape orientated paper, plain paper, A4 or A3
- Draw/use images, don't have to be works of art, just memorable
- Curved lines, from thick to thin, more interesting for the brain
- Use colour, more interesting and separates topics/ideas
- Put a memorable image in the centre, the first image that jumps to mind for the topic.



Printed on environmentally friendly paper

© Learning Fundamentals



Online Resources Revision

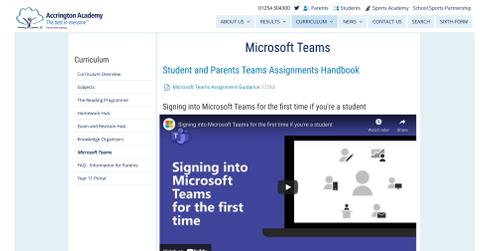
Microsoft Teams

Username: lastname.firstname@accrington-academy.org
Password: Network password used to log onto computers in the Academy.

All homework is set through Teams. Some subjects will direct to other learning platforms such as Seneca and Hegarty. Students who are absent can continue learning remotely from home through Teams.



There is further support and guidance is on the Accrington Academy website: <https://www.accrington-academy.org/curriculum/microsoft-teams>



Seneca

Seneca is an online homework and learning platform for students, teachers and parents.

- Students learn on Seneca.
- Parents track their child's progress on Seneca.

Seneca at Accrington Academy

Currently Science and Humanities use Seneca
Students will be set revision homework and revision questions to support them in preparation for assessments.



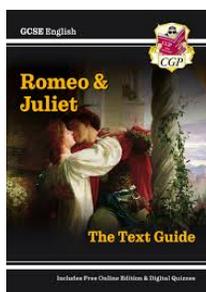
Two premium learning modes:

- Smart Learning Mode** uses their smart algorithm, insights from cognitive neuroscience & AI to generate recommendations of topics students should study next to maximise their learning.
- Wrong Answer Mode** encourages students focus on the questions they struggle with most. Students will only see questions they have got wrong in the past. This really helps students to focus on the areas they're struggling with to help them boost their grades.

English

Revision resources are available on the Accrington Academy English Department's website.
Search Google, click the first link.

Further revision support can also be found on Teams and GCSE Pod along with the CGP Guides that will be provided for the students.



Maths

The booklet has all the relevant Sparx clips listed. We strongly advise you watch the videos, make notes and create flash cards. Complete the quizzes on Sparx for further practice.





Your Well-Being

Go Dark and Sleep, limit screen-time an hour before bed

Learning cannot be committed to long-term memory without sleep, 8 hours

Caffeine, Protein and Sleep

- ✓ protein-rich foods give an energy boost so not advised before bed
- ✓ carbohydrates *can* help you sleep better
- ✓ no caffeine after 2pm, Diet Coke and Lucozade 12mg, Pepsi 10mg

Exercise, walking for 20 minutes, set a destination, helps refocus the mind

Don't revise where you sleep, even not ON the bed will help



Managing Stress

- ✓ Being organised and planning your time and revision is the basis of managing stress during exam season: write lists, use calendars, set small manageable goals, be kind to yourself
- ✓ Talk - you're not alone, you have support all round you
- ✓ Psychologists say you can only concentrate properly for 30-45 minutes, don't stay in the same room/at your desk, go for a walk, have a snack and drink water, plan your breaks
- ✓ Sleep and rest



Contingency Planning

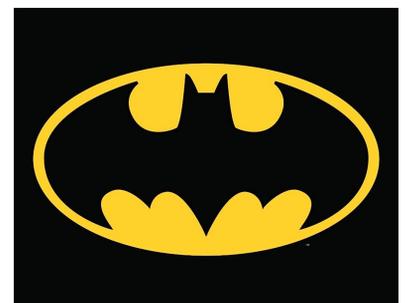
Yourself
-food, sleep,
schedule,
transport,
exercise, health,
self-care

Your Next Step

The Future

Relieve stress by having a plan for all 'ifs'

Resources
-equipment,
revision materials,
homework,
coursework





How to Prepare for Exams

Advice from [NHS.uk/mentalhealth](https://www.nhs.uk/mentalhealth)

Make a realistic revision schedule. Work out how much you have to do and the time you have to do it in, then break it down into manageable chunks. Aim to do a few hours of revision each day and mix up your subjects so you do not get bored.

Find a revision style that suits you. Studying alone in a quiet room suits some people, but not everyone likes working in silence. Try playing music quietly in the background or revising with a friend (but do not let them distract you!).

Customise your notes to make them more personal. Experiment with colour coding, notes on postcards, diagrams or whatever helps you learn your topic.

Make sure you understand everything. If you come across something you do not understand, try to find a new source of information that will help you understand it. Just memorising it will not help you in your exam. Do not be afraid to ask your teacher or a friend for help if you need it.

Look at past exam papers. It means you can familiarise yourself with the layout and type of questions you'll be asked. Practise completing exam papers in the set time limit to improve your exam technique.

Take regular short breaks. Studying for hours and hours will only make you tired and ruin your concentration, which may make you even more anxious. A break every 45 to 60 minutes is about right.

Reward yourself. For example, you could take a long bath or watch a good movie once you have finished your revision session.

Do something physical. When you're not revising, use your spare time to get away from your books and do something active. Exercise is good for taking your mind off stress and keeping you positive, and it will help you sleep better.

Ask for help. If you're feeling stressed, it's important to talk to someone you trust, such as a family member, teacher or a friend. Lots of people find exams difficult to deal with, so do not be embarrassed to ask for support.

How to Handle Exam Days

Advice from [NHS.uk/mentalhealth](https://www.nhs.uk/mentalhealth)

Be prepared. Start the day with a good breakfast, and give yourself plenty of time to get to the exam hall. Remember to take everything you need, including pencils, pens and a calculator. A bottle of water and some tissues are also useful.

Take a few minutes to read the instructions and questions. Then you'll know exactly what's expected of you. Ask an exam supervisor if anything is unclear – they're there to help you.

Plan how much time you'll need for each question. Do not panic if you get stuck on a question, but try to leave yourself enough time at the end to come back to it.

Once the exam is finished, forget about it. Do not spend too much time going over it in your head or comparing answers with your friends. Just focus on the next exam instead.



Year 10 English

| | |
|------------------------------|--|
| Length of assessment | Both papers 1 hour 45 minutes |
| Title of assessment | English Language Paper 1: Reading 20th/21st Century Fiction and Creative Writing English Literature Paper 1: Romeo and Juliet/A Christmas Carol |
| Success Criteria | <p><i>Reading/Literature</i></p> <ul style="list-style-type: none"> • The student presents a purposeful argument/viewpoint • The student provides detailed analysis of the impact of the writer’s method(s), making links between different parts of the text which clearly links to their argument/viewpoint • The student can select a range of relevant evidence from different parts of the text to convincingly support their argument/viewpoint • The student uses a range of subject terminology and vocabulary specific to the genre/ text type and writer’s intent, which is specifically chosen to further develop their argument/viewpoint <p><i>Writing</i></p> <ul style="list-style-type: none"> • A crafted response with structure and vocabulary deliberately chosen for effect throughout • Accurate use of a range of punctuation chosen for effect • Accurate spelling of all words including some ambitious vocabulary • Paragraphs used to create an engaging and interesting structure |
| Resources required to revise | <p><i>Reading and Literature</i></p> <ul style="list-style-type: none"> • Re-read the play/novella using the texts, audiobooks and films on the department website; • Revise using the GCSE Pod playlist and check your knowledge using the ‘Check and Challenge’ self-testing function; • Use the knowledge organiser to create flashcards testing the plot summary to each act and scene • Create a table that indicates where the play illustrate the identified themes. Ensure that you identify the evidence/quotations; • Create a flashcard for each theme combined with a key quotation/evidence. <p><i>Writing</i></p> <ul style="list-style-type: none"> • Evaluate your creative writing attempts from your lessons and decide what you would like to keep for your future attempts; • Check out our website for examples of creative writing along with ideas as to how to construct an imaginative piece; • Use BBC Bitesize to check the conventions of transactional writing; • Take the self-check tests especially with regard to the spelling, punctuation and grammar. |





Year 10 Maths Higher

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

| Success Criteria | Key Knowledge/Skills/Topics |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Rearrangement complex formulae involving fractions, roots and powers and where the subject appears on both sides of the formula <input type="checkbox"/> Use $y = mx + c$ to identify perpendicular lines <input type="checkbox"/> Generate equations of lines perpendicular to the given line <input type="checkbox"/> Find roots of a quadratic algebraically by factorisation - with rearrangement needed <input type="checkbox"/> Change between standard units e.g. time, mass, length, money, volume, area <input type="checkbox"/> Change between compound units e.g. speed, rates of pay, prices <input type="checkbox"/> Change between standard units and compound units e.g. density and pressure <input type="checkbox"/> Expanding more than two brackets <input type="checkbox"/> Factorising quadratic expressions of the form $ax^2 + bx + c$ <input type="checkbox"/> Deduce turning points by completing the square <input type="checkbox"/> Solve two simultaneous equations in two variables (linear/linear) <input type="checkbox"/> Sketch and interpret graphs of exponential functions $y = k^x$ for positive values of k and integer values of x <input type="checkbox"/> Simplify algebraic fractions <input type="checkbox"/> Multiply, divide, add and subtract algebraic fractions <input type="checkbox"/> Calculate and interpret conditional probabilities <input type="checkbox"/> Capture and recapture <input type="checkbox"/> Calculate with numbers in standard form <input type="checkbox"/> Write statements of proportionality for quantities proportional to the square, cube or other power of another quantity <input type="checkbox"/> Set up and use equations to solve word and other problems involving direct proportion or inverse proportion <input type="checkbox"/> Further ratio: Solve complex multi-step problems involving fractions and probability <input type="checkbox"/> Change recurring decimals into their corresponding fractions <input type="checkbox"/> Understand surd notation <input type="checkbox"/> Expand and simplify single and double brackets involving surd manipulation <input type="checkbox"/> Rationalise denominators <input type="checkbox"/> Understanding sin, cos and tan <input type="checkbox"/> Finding unknown sides in right-angled triangles <input type="checkbox"/> Finding unknown angles in right-angled triangles <input type="checkbox"/> Using the exact values of trigonometric ratios | <ul style="list-style-type: none"> ○ Rearrange formulae ○ Linear Graphs ○ Linear Simultaneous equations ○ Quadratic graphs, TP and roots, ○ Quadratics- Algebraic ○ Further graphs ○ Probability ○ Capture Recapture ○ Standard Form ○ Algebraic proportion ○ Growth and Decay ○ Ratio ○ Statistics 2 ○ Surds ○ Right angles Trigonometry |





Year 10 Maths Higher

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

| Unit | Topic | Sparx topics – highlight as you complete these clips using the independent learning function |
|------|------------------------------------|--|
| H1 | Rearranging formulae | U755, U325, U870, U505, U556, U221, U373 |
| H2 | Linear Graphs | U789, U741, U933, U889, U638, U669, U315, U377, U477, U848, U862, U898 |
| H3 | Linear Simultaneous Equations | U760, U757, U836, U137 |
| H4 | Volume 2 | U786, U174, U915, U484, U116, U617, U426, U350, U543 |
| H5 | Compound Measures | U914, U462, U896, U902, U388, U248, U468, U151, U256, U403, U910, U527 |
| H6 | Quadratics – graphical | U989, U667, U601, U178, U963 |
| H7 | Quadratics - algebraic | U178, U960, U589, U665, U150, U103, U437, U294, U685, U457, U824. U228 |
| H8 | Further Graphs | U660, U980, U593, U2238, U567, U229. |
| H8 | Probability 2 | U748, U558, U296, U729, U476, U699. |
| H10 | Statistics 2 | U200, U909, U840, U508, U557, U199, U277, U128, U877, U291. |
| H11 | Standard Form* | U735, U161, U330, U534, U264, U290, U161. |
| H11 | Cumulative Frequency and Box plots | U879, U837, U182, U642, U507. |
| H12 | Growth and Decay | U671, U337, U26, U278, U332, U988. |
| H13 | Ratio 2 | U687, U577, U753, U687, U176, U577, U753. |
| H14 | Ratio 3 | U595, U921, U646, U921, U676. |
| H15 | Similar Shapes | U578, U557, U578, U630, U110. |
| H16 | Algebraic Proportion | U721, U357, U238, U640, U407, U364, U138. |
| H17 | Surds | U338, U633, U872, U707, U499, U281. |
| H18 | Right Angles Trigonometry | U605, U283, U545. |





Year 10 Maths Foundation

Paper 1 Calculator 90 minutes

Paper 2 Non-Calculator 90 minutes

| Success Criteria | Key Knowledge/Skills/Topics |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Rearrange formulae to change the subject in a geometrical context <input type="checkbox"/> Plot straight line graphs <input type="checkbox"/> Recognise, sketch and interpret straight line graphs <input type="checkbox"/> Find approximate solutions using a graph <input type="checkbox"/> Find the coordinates of the midpoint of a line segment <input type="checkbox"/> Real life graphs <input type="checkbox"/> Recognise, sketch and interpret straight line graphs <input type="checkbox"/> Find approximate solutions using a graph <input type="checkbox"/> Find the coordinates of the midpoint of a line segment <input type="checkbox"/> Real life graphs <input type="checkbox"/> Identify and interpret gradients and intercepts of straight-line graphs and an equation $y = mx + c$ <input type="checkbox"/> Interpret distance–time graphs, and calculate: the speed of individual sections, total distance and total time <input type="checkbox"/> Change between standard units e.g. time, mass, length, money, volume, area <input type="checkbox"/> Change between compound units e.g. speed, rates of pay, prices <input type="checkbox"/> Recognise, sketch and interpret graphs of ... quadratic function <input type="checkbox"/> Solve two simultaneous equations in two variables (linear/linear) algebraically <input type="checkbox"/> Apply systematic listing strategies <input type="checkbox"/> Describe probability using the probability scale <input type="checkbox"/> Apply ideas of randomness, fairness, and equally likely events <input type="checkbox"/> Convert large and small numbers into standard form and vice versa <input type="checkbox"/> Add and subtract numbers in standard form <input type="checkbox"/> Multiply and divide numbers in standard form <input type="checkbox"/> Use percentages in real-life situations e.g. price after VAT, value of profit or loss, simple interest, income tax <input type="checkbox"/> Explore a range of statistical diagrams and interpret the data | <ul style="list-style-type: none"> ○ Rearranging ○ Linear Graphs ○ Linear simultaneous equations ○ Compound Measures ○ Quadratic Graphical ○ Quadratics Algebraic ○ Further Graphs ○ Probability 2 ○ Statistics 2 ○ Standard form ○ Ratio 2 ○ Growth and Decay ○ Pythagoras Review |





Year 10 Maths Foundation

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

| Unit | Topic | Sparx topics – highlight as you complete these clips using the independent learning function |
|------|--|--|
| F1 | Solving equations and rearranging formulae | U755, U325, U870, U505, U556, U221, U373 |
| F2 | Linear Graphs | U789, U741, U933, U889, U638, U669, U315, U377, U477, U848, U862 |
| F3 | Linear Simultaneous Equations | U760, U757, U836, U137 |
| F4 | Volume 2 | U786, U174, U915, U484, U116, U617, U426, U350, U543 |
| F5 | Compound Measures | U914, U462, U896, U902, U388, U248, U468, U151, U256, U403, U910, U527 |
| F6 | Quadratics – graphical | U989, U667, U601, U178, U963 |
| F7 | Quadratics - algebraic | U228 |
| F8 | Further Graphs | U741, U989, U980, U593, U238. |
| F9 | Probability 2 | U748, U558, U296. |
| F10 | Statistics 2 | U172, U526, U456, U506, U653, U557, U909, U200, U981, U840, U508, U877. |
| F10* | Standard Form* | U735, U161, U330, U534, U264, U290, U161. |
| F11 | Ratio 2 | U687, U577, U753, U176, U687 |
| F12 | Growth and Decay | U671, U332, U286, U278. |
| F13 | Pythagoras Review | U385, U950. |





Year 10 Science

| Biology Topic | Tools to Support Revision |
|-------------------------------------|---|
| Cell Biology | <p>Seneca at Accrington Academy</p> <p>Currently both the Science and Humanities Faculties are using Seneca as their main homework setting facility. Individual teachers may set additional work where they feel it is appropriate.</p> <p>They offer two Premium learning features to students. These are:</p> <ol style="list-style-type: none"> 1. Smart Learning Mode uses their smart algorithm, insights from cognitive neuroscience & AI to generate recommendations of which topic students should study next to maximise their learning. 2. Wrong Answer Mode encourages students focus on the questions they struggle with most. Students will only see questions they have got wrong in the past. This really helps students to focus on the areas they're struggling with to help them boost their grades. |
| Organisation | |
| Infection and Response | |
| Bioenergetics | |
| Chemistry Topic | |
| Atomic Structure and Periodic Table | |
| Chemical Bonding | |
| Quantitative Chemistry | |
| Chemical Changes | |
| Energy Changes | |
| Physics Topic | <p>Knowledge Organisers- use these to create revision resources such as flash cards.</p> <p>BBC Bitesize- AQA Trilogy Science</p> <p>https://www.physicsandmathstutor.com</p> |
| Energy | |
| Particle Model of Matter | |
| Electricity | |
| Atomic Structure | |



Year 10 Spanish

| Topic | Tools to Support Revision |
|--|---|
| Vacaciones (Holidays) | All vocabulary is accessible through Quizlet, Teams and Knowledge Organisers. Seneca is also an excellent revision source as are your exercise books. |
| La vida en mi insti (School life) | |
| Mi Vida (Free-time, friends and family) | |
| Intereses e influencias (Interests and Influences) | |
| La ciudad (The city and local area) | |

Year 10 Religious Studies

Length of assessment: 60 minutes

| Topic | Tools to Support Revision |
|--|---|
| <p>Issues of Life and Death</p> <ul style="list-style-type: none"> ○ Origins of the world ○ Abortion ○ Euthanasia ○ Life and Death ○ Funerals <p>Relationships</p> <ul style="list-style-type: none"> ○ Family ○ Marriage ○ Divorce ○ Sexual Relationships ○ Same sex relationships ○ Gender equality | <p>SENECA Knowledge organisers BBC Bitesize</p> |



Year 10 Geography

Length of assessment: 90 minutes

| Topic | Topics & Tools to Support Revision |
|--|---|
| <p>Coastal Landscapes</p> <ul style="list-style-type: none"> ○ Wave types and coastal processes ○ Weathering and mass movement ○ Erosional landforms ○ Depositional landforms ○ Coastal management ○ Sand Dunes | <ul style="list-style-type: none"> ○ Revision Booklet ○ Exercise Book ○ Quiz Cards ○ Knowledge organisers ○ Revision Guide |
| <p>Urban Issues and Challenges</p> <ul style="list-style-type: none"> ○ Urbanisation and megacities ○ Lagos – importance, challenges, opportunities and Makoko ○ UK Cities – distribution and growth ○ Liverpool – importance, challenges and opportunities ○ Anfield regeneration ○ Counter-urbanisation ○ Sustainable urban living – traffic and housing | |
| <p>The Living World</p> <ul style="list-style-type: none"> ○ Ecosystems & their influences ○ Slapton Ley ○ Biomes ○ Characteristics of the Tropical rainforest ○ Adaptation in the Tropical rainforest ○ Deforestation – causes and consequences ○ Sustainable Management of the Tropical rainforest | |



Year 10 History

Paper 1- Medicine 1 hour 20 minutes

Paper 2- Germany 1 hour 30 minutes

Crime and Punishment Topic

Tools to Support Revision

Paper 1: Medicine in Britain

You need to revise causes of disease, treatment of disease and prevention of disease across all 4 time periods. Time periods are:

- Medieval
- Renaissance
- Industrial
- Modern

You also need to revise all the key individuals and how factors influenced medicine (institutions, science and technology, attitudes in society) across all time periods.

Medicine on the Western Front

You need to revise how medicine developed due to the First World War.

The exam

The exam will consist of 2 sections:

Part A- knowledge and source analysis

Part B- knowledge and extended writing

Paper 2: Germany

Weimar Germany 1918-1929

You need to revise:

Problems 1919-1924, political and economic

Stresemann economic and foreign policy

The Golden Years

Hitler's rise to power

You need to revise:

- Hitler's beliefs
- The Munich Putsch
- The lean Years
- How Hitler became Chancellor (Wall Street Crash and the Depression, action of the Nazis, fear of communism and political deal)

The exam

The exam will consist of 3 questions:

Question 1: Source analysis

Question 2: extended writing and knowledge

Question 3: source and interpretation skills

Revision Booklet
 Exercise Book
 Knowledge Organisers
 GCSE Pod
 SENECA





Year 10 Art and Design

There will not be a written exam for Art and Design. You will be assessed on your completion of the following coursework using the following assessment criteria.

| | | | |
|--|--|---|--|
| <p>AO1-Develop ideas through investigations, demonstrating critical understanding of sources. Research into the work of contextual references and using them to inspire and influence their own work.</p> | <p>AO2- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. Experimentation with and skillful use of materials, media and techniques suitable for work in the style of contextual reference.</p> | <p>AO3- Record ideas, observations and insights relevant to intentions as work progresses. Recording skills developed, both photographic skill and annotation of own work.</p> | <p>AO4- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. Presenting a portfolio of work that develops in an organised sequence resulting in a clear narrative and visual thought process.</p> |
|--|--|---|--|

Year 10 Drama

| Topic | Tools to Support Revision |
|---|--|
| <p>“Noughts and Crosses” - set text for Section B</p> | <p>Revision documents given out in class and on Teams.</p> |
| <p>“12 Angry Men” - Section C Live Theatre Review</p> | <p>Booklet completed in class. Revision materials uploaded to Teams.</p> |



Year 10 GCSE PE

| Topic | Revision Support |
|---|---|
| <p>You will be completing the full written paper – 60 marks (1 HOUR).</p> <p>Section A – Consists of A01 and A02 questions including data analysis.</p> <p>Within this section you will need to draw knowledge from;</p> <ul style="list-style-type: none"> - Skeletal system – how it functions and the components that make it as well as types of movement. - Muscular System – antagonistic pairs and how the muscular and skeletal system work together. - Cardiovascular System – function and structure of this including the role of blood vessels. - Respiratory System – function and structure of this and how it works with the cardiovascular system. <p>Section B – 31 marks and consists of A01, A02 and A03 questions.</p> <p>Within this section you will need to draw knowledge from;</p> <ul style="list-style-type: none"> - Components of fitness – test protocols and - Planes of movement - Axis of movement - Levers - Injury prevention <p>You will be expected to apply your knowledge and provide a full written answer worth 6 marks to show your A03 knowledge.</p> | <ul style="list-style-type: none"> ○ Exercise book ○ Everlearner - revision on all topic areas available ○ Revision Guide (per topic) provided to all students ○ Support material on TEAMs ○ Previous exam papers used in lesson and provided to students for exam practice ○ Q&A cards ○ Flash cards ○ 1 page content overview |



Year 11 Enterprise and Marketing

There will be a written exam, 75 minutes, with multiple choice and extended writing.

| Topic | Topics & Tools to Support Revision |
|--|---|
| <p>Task 1: Design a business proposal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Market research aims <input type="checkbox"/> Market research methods <input type="checkbox"/> Sampling methods | <p>Revision of key words to help understand what the question is asking you.</p> <p><i>To revise, you should look over key vocabulary used during completion of coursework. Power points for each task are in your folders.</i></p> <p>Use the following websites to help develop your understanding:</p> <p>https://www.businessed.co.uk/index.php/home/theory/camnat-public/camnat-theory-notes-2022-public#r068-design-a-business-proposal</p> <p>Seneca Learning</p> |
| <p>Task 2: Customer profile</p> <ul style="list-style-type: none"> <input type="checkbox"/> Customer profile, why have <input type="checkbox"/> Customer profile categories | |
| <p>Task 3: Create a design mix</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is the design mix <input type="checkbox"/> How do different product and services apply it <input type="checkbox"/> Mind map <input type="checkbox"/> Mood board <input type="checkbox"/> SWOT analysis | |
| <p>Task 4:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Calculating costs <input type="checkbox"/> Calculating revenue <input type="checkbox"/> Break-even analysis <input type="checkbox"/> Calculating profit <input type="checkbox"/> Pricing strategies | |
| <p>Task 5: Risks and challenges</p> <ul style="list-style-type: none"> <input type="checkbox"/> Political, economic, social, technology <input type="checkbox"/> Legal, environmental, ethical <input type="checkbox"/> Competitors <input type="checkbox"/> Lack of experience | |



Year 10 Hospitality and Catering

| | |
|------------------------------|--|
| Length of assessment | Both papers 1 hour |
| Title of assessment | WJEC Hospitality and Catering Unit 1 |
| Success Criteria | <p>LO4- All topic areas to be revised</p> <p>4.1 describe food related causes of ill health 4.2 describe the role and responsibilities of the Environmental Health Officer (EHO) 4.3 describe food safety legislation 4.4 describe common types of food poisoning AC4.5 describe the symptoms of food induced ill health</p> <p>LO1- Areas to be revised:</p> <p>1.1 Describe the structure of the hospitality and catering industry 1.2 Analyse job requirements within the hospitality and Catering industry 1.3 Describe working conditions of different job roles across the hospitality and catering industry 1.4 Explain factors affecting the success of hospitality and catering providers</p> |
| Resources required to revise | <ul style="list-style-type: none">○ Revision guides○ Teams PP lessons○ Revision sessions○ Battleship revision○ Book work if needed |





Year 10 Design Technology (Product Design)

| Topic | Topics & Tools to Support Revision |
|---|--|
| <p>Natural Timber Sustainable material</p> | <ul style="list-style-type: none"> ○ Classwork folder / book ○ Printed revision sheet on this topic ○ Technologystudent.com website ○ BBC Bitesize, Design and Technology |
| <p>Natural Timber Forest Stewardship Council (FSC) Role of this organization. Link to deforestation and impacts.</p> | <ul style="list-style-type: none"> ○ Classwork folder / book ○ Printed revision sheet on this topic ○ Technologystudent.com website ○ BBC Bitesize, Design and Technology ○ FSC website |
| <p>Natural Timber Softwoods. Facts and classifications. Types of softwood and applications including working properties.</p> | <ul style="list-style-type: none"> ○ Classwork folder / book ○ Printed revision sheet on this topic ○ Technologystudent.com website ○ BBC Bitesize, Design and Technology ○ JAS Timber website (softwood section) |
| <p>Natural Timber Hardwoods. Facts and classifications. Types of softwood and applications including working properties.</p> | <ul style="list-style-type: none"> ○ Classwork folder / book ○ Printed revision sheet on this topic ○ Technologystudent.com website ○ BBC Bitesize, Design and Technology ○ JAS Timber website (hardwood section) |
| <p>Manufactured Boards Types of manufactured boards including finishes</p> | <ul style="list-style-type: none"> ○ Classwork folder / book ○ Printed revision sheet on this topic ○ Technologystudent.com website ○ BBC Bitesize, Design and Technology |
| <p>Metals Types of metals</p> | |
| <p>Plastics Types of plastics</p> | |
| <p>Smart Materials Different smart materials and their properties</p> | |
| <p>Composite Materials Different composite materials and their properties</p> | |

