

# **YEAR 10 REVISION BOOKLET**

Dear Student

YOU WILL ALL HAVE EXAMS IN :

- English
- Maths

You will then, depending on your Option Choices, have exams in some of the following subjects :

- Art
- BTEC – CHILDREN’S PLAY, LEARNING & DEVELOPMENT
- Dance
- DT
- Geography
- History
- French (for two year group only)
- Music
- P.E. (only GCSE P.E. students)
- Religion, Philosophy & Ethics GCSE (RPE)
- Double Science
- Triple Science

Use this booklet to help you plan out your revision during the study weeks.

It includes the following details:

- What topics will be covered in your exam. There will be no surprises!
- How long each exam will be and what different sections there will be in each exam.
- Some tips on approaches to revision in each subject.

**GOOD LUCK!**

**2018**

***Ian Grant - Assistant Head***

## HOW TO USE THIS BOOKLET:

- Keep it in your planner.
- Have it ready for each lesson.
- Tick off each area as it is covered.
- Double tick when you feel that you understand this area.
- Highlight any areas that are causing you difficulty.
- Make certain that you read the booklet and have clear in your head what is involved in each exam.
- Share this document with someone at home – get them to help you revise!
- See your teacher if there is anything that you don't understand.

SUBJECT	ENGLISH	MATHEMATICS
Exam Length:	1hr 45 mins (untiered paper)	1 hour
Head of Department:	Mike Wood	Helen Aries
Exam Structure:	<b>ENGLISH Literature</b> <b>The paper will have two sections:</b> a) An Inspector Calls b) Poetry	One paper
What might be in the exam?	<b>Reading skills:</b> <ul style="list-style-type: none"> <li>• Compare a named poem with one of your choice. Only the named poem will be printed – you will need to know the other poems to be able to choose a good comparison.</li> <li>• Explore explicit / implicit meanings and attitudes.</li> <li>• Analyse, evaluate and develop arguments.</li> <li>• Explore how effects are achieved.</li> <li>• Explain in your own words.</li> <li>• Use appropriate and wide ranging vocabulary.</li> <li>• Use register appropriate to audience and context.</li> <li>• Plan, write and check a piece of descriptive writing.</li> <li>• Write accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions, Negative numbers, Sequences, Percentages, Prime Factors.</li> <li>• Average (mean, medium, mode, range), Pie charts.</li> <li>• Solving Equations, Simplifying Algebraic Expressions.</li> <li>• Angle properties, Perimeter, Area, Symmetry, Coordinates.</li> <li>• Ratio and Proportion.</li> <li>• Statistics and Probability.</li> </ul>
How do I revise?	<ul style="list-style-type: none"> <li>• Set out and follow a revision timetable.</li> <li>• Make your revision active: practise!</li> <li>• Read back through sample written responses (both teacher and student) as well as your own work with targets set by your teacher.</li> <li>• Learn quotations from the key poems.</li> <li>• Create poem cards with key quotations.</li> <li>• Speak to your English teacher about registering for a course on Memrise.</li> <li>• Practise writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure you have caught up any work through absence.</li> <li>• Further details can be found on your Progress sheets.</li> <li>• Go through past homeworks.</li> <li>• Build up a sheet of key facts during revision – your teacher will help you do this.</li> <li>• Make sure you work through the revision sheets thoroughly (when complete and, if time, do some of it again).</li> <li>• Test yourselves.</li> <li>• Look up end of topic tests in your class text book.</li> <li>• If in doubt SEE YOUR TEACHER.</li> <li>• Use websites such as:   <a href="https://hegartymaths.com">https://hegartymaths.com</a>   <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a>            user name: heathfieldcs            password: obtuse.            and your own log in details. See your class teacher if you are unsure of these.  <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> </li> <li>• Learn everything in your blue revision book.</li> </ul>

SUBJECT	DOUBLE SCIENCE	TRIPLE SCIENCE
Exam Length:	2 x 1 hour	3 x 1 hour
Head of Department:	Lionel Crow	Lionel Crow
Exam Structure:	You will sit a 50 mark GCSE paper in Biology and Chemistry. Whilst they do not count towards your final GCSE grade they are externally marked papers (results available in September) and will provide an accurate picture of how well you are doing.	You will sit a 50 mark GCSE paper in Biology, Chemistry and Physics. Whilst they do not count towards your final GCSE grade they are externally marked papers (results available in September) and will provide an accurate picture of how well you are doing.
What might be in the exam?	<ul style="list-style-type: none"> <li>The exam will cover material you have covered in lessons since September.</li> </ul>	<ul style="list-style-type: none"> <li>The exam will cover material you have covered in lessons since September.</li> </ul>
How do I revise?	<ul style="list-style-type: none"> <li>Students have been given the opportunity to purchase a revision guide and exam workbook earlier in the year which cover all the topics covered (as well as the topics for Year 11). The specification is available from the EdExcel website. All students have also been provided with an exam checklist covering every topic that will be on the exam.</li> </ul>	<ul style="list-style-type: none"> <li>Students have been given the opportunity to purchase a revision guide and exam workbook earlier in the year which cover all the topics covered (as well as the topics for Year 11). The specification is available from the EdExcel website. All students have also been provided with an exam checklist covering every topic that will be on the exam.</li> </ul>

SUBJECT	ART	DANCE
Exam Length:	2 hours 10 minutes	1 hour 30 minutes
Head of Department:	Clare Roberts	Melanie Hoare
Exam Structure:	10 minutes vocabulary test – 20 words. 2 hour observational drawing exam – this outcome will count as coursework and will be entered into the exhibition.	Section A : Knowledge and Understanding of Choreographic Process. Section B : Critical appreciation of own work. Section C : Critical appreciation of the professional set works.
What might be in the exam?	<ul style="list-style-type: none"> <li>The visual elements.</li> <li>Techniques and media works.</li> <li>A drawing using visual element/ composition/ scale/application of pencil. (Topic/theme will be set by the Art teacher – before the exam).</li> </ul>	<ul style="list-style-type: none"> <li>Features of production.</li> <li>Performance environments.</li> <li>Choreographic approaches.</li> <li>Choreographic intent.</li> <li>Physical skills.</li> <li>Expressive skills.</li> <li>Technical skills.</li> </ul>
How do I revise?	<ul style="list-style-type: none"> <li>Learn Art vocabulary from sheet at the front of the book.</li> <li>Practise observational skills using all of the visual elements.</li> <li>Choose objects carefully ready for the exam.</li> <li>Consider Still Life composition and set-up of objects (this will be discussed in lesson).</li> </ul> <p><b>YOU WILL NEED:</b></p> <ul style="list-style-type: none"> <li><b>2 X 4B pencils available to buy at school at a cost of 20p each</b></li> <li><b>1 pencil sharpener</b></li> <li><b>1 rubber</b></li> </ul>	<p><b>How do I prepare?</b></p> <p><b>Practical Exam:</b></p> <ol style="list-style-type: none"> <li>Use both your orange and yellow notebooks to look at the work covered.</li> <li>Use your online revision website arts pool e-learning to take quizzes.</li> </ol>

SUBJECT	DT	MUSIC
Exam Length:	1 hour	1 hour 30 minutes
Head of Department:	Deborah Smith	Sarah Hall
Exam Structure:	One paper Students will sit a single tier paper	Listening paper. Questions about the set works you have studied this year in music.
What might be in the exam?	<ul style="list-style-type: none"> <li>The exam paper focuses on the topics we have looked at this year and the questions related to materials and manufacturing processes as well as the roles and responsibilities of the designer.</li> </ul>	<p>Questions on set works:</p> <p><b><u>Instrumental Music</u></b> <b><u>1700–1820</u></b></p> <ul style="list-style-type: none"> <li>J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major</li> <li>L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor ‘Pathétique’</li> </ul> <p><b><u>Vocal Music</u></b></p> <ul style="list-style-type: none"> <li>H Purcell: Music for a While</li> <li>Queen: Killer Queen (from the album ‘Sheer Heart Attack’)</li> </ul> <p><b><u>Music for Stage and Screen</u></b></p> <ul style="list-style-type: none"> <li>S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)</li> <li>J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)</li> </ul> <p><b><u>Fusions</u></b></p> <ul style="list-style-type: none"> <li>Afro Celt Sound System: Release (from the album ‘Volume 2: Release’)</li> <li>Esperanza Spalding: Samba Em Preludio (from the album ‘Esperanza’)</li> </ul> <p><b>Part A</b> - Short questions based on musical extracts from the set works. <b>Part B</b> - Essay question.</p>
How do I revise?	<ul style="list-style-type: none"> <li>You should have everything you need in your blue book.</li> <li>Make sure you are familiar with the questions from the last exam as a starting point.</li> <li>Revise in particular how designers consider human factors including ergonomics, anthropometrics and ethics and the creation of models and prototypes.</li> <li>You will also be tasked with producing formal working drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Read through and learn information in your files.</li> <li>Learn meanings of key specialist words.</li> <li>Listen to and read information on set works found on Fronter and GCSE Bitesize (<a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a>)</li> <li>Work through examples with your teacher.</li> <li>Use the CGP revision guides, available from WH Smiths.</li> </ul>

<b>SUBJECT</b>	<b>GEOGRAPHY</b>	<b>HISTORY</b>
<b>Exam Length:</b>	1 hour 30 mins	1 hour
<b>Head of Department:</b>	<b>Heather Sperring</b>	<b>Wil Lowndes</b>
<b>Exam Structure:</b>	One paper	One paper
<b>What might be in the exam?</b>	<p>This is a combination of Paper 1 (Living in the Physical Environment) and Paper 3 (Geographical Applications)</p> <ul style="list-style-type: none"> <li>• P1: Physical Landscapes in the UK : Rivers and Coasts.</li> <li>• P1: The challenge of natural hazards : Tectonic, Weather and Climate Change.</li> <li>• P3: Fieldwork: Unseen fieldwork data to analyse and questions concerning their Holford River Enquiry.</li> </ul>	<p><b>Medicine and Normans</b></p> <ul style="list-style-type: none"> <li>• How useful question</li> <li>• How significant question</li> <li>• Factors question</li> <li>• How convincing question</li> <li>• Write an account question</li> </ul>
<b>How do I revise?</b>	<ul style="list-style-type: none"> <li>• Use the revision website: <a href="https://heathfieldgcsegeography.wordpress.com/">https://heathfieldgcsegeography.wordpress.com/</a></li> <li>• Buy a revision guide from HS for £3.25</li> <li>• Use exercise and homework books as a revision tool.</li> <li>• Learn key words on flash cards.</li> <li>• Creating mind maps interconnecting topics</li> <li>• Teaching someone on the content.</li> <li>• Testing fellow students on the content.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the information in your books and on knowledge organisers to make mind maps (one per topic).</li> <li>• Test yourself, or ask someone else to.</li> <li>• Follow the history department on twitter : @mrlowndes.</li> </ul>

<b>SUBJECT</b>	<b>MODERN FOREIGN LANGUAGES - FRENCH</b>	<b>RELIGION, PHILOSOPHY &amp; ETHICS (RPE) – Short Course GCSE</b>
<b>Exam Length:</b>	1 hour	1 hour
<b>Head of Department:</b>	<b>Angela Cook</b>	<b>Mary Lockwood</b>
<b>Exam Structure:</b>	One paper to include writing, reading and translation.	One paper containing two GCSE questions. Shorter questions then and extended evaluation question.
<b>What might be in the exam?</b>	<ul style="list-style-type: none"> <li>• House and Home.</li> <li>• Town.</li> <li>• Environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Religion and Life.</li> <li>• Christian Beliefs.</li> <li>• The Existence of God and Revelation.</li> </ul>
<b>How do I revise?</b>	<ul style="list-style-type: none"> <li>• Vocabulary revision – set yourself mini-tests following some active vocabulary learning.</li> <li>• Review the work in your exercise book, making notes.</li> <li>• Duolingo Quizlet.</li> <li>• Memrise.</li> </ul> <p>Use the BBC Bitesize revision web site.</p>	<ul style="list-style-type: none"> <li>• Spider diagrams.</li> <li>• Reading through lesson notes.</li> <li>• Learning key terms and teachings.</li> </ul>

SUBJECT	BTEC – CHILDREN’S PLAY, LEARNING & DEVELOPMENT	P.E.
Exam Length:	1 hour	1 hour
Head of Department:	Jacqui Bettles	Jasmine Hainsworth
Exam Structure:	You will have a 50 mark paper which consists of multiple-choice questions, short scenario-based questions and an extended writing question.	One paper - Multi choice, short answer and long answer questions. Varying from single word answers to 6 and 9 mark essay style.
What might be in the exam?	<ul style="list-style-type: none"> <li>• There will be a range of different instruction words used in the questions e.g. <b>identify, discuss, describe, explain</b> and <b>assess</b>. ‘Explain’ means you must give reasons, whereas ‘assess’ means to look at positives and negatives. Make sure you think about these when you are answering each question. You must make sure you are actually answering the question!</li> </ul> <p><b>You need to :</b></p> <ul style="list-style-type: none"> <li>• Know how growth is measured -weight, height and head circumference – and that it recorded on Centile Charts.</li> <li>• Know the factors affecting growth (Dr HEIHNS).</li> <li>• Be able to define development and understand HOLISTIC development.</li> <li>• Be able to give key definitions to the five areas of development (SPECC) and understand the relationship between them.</li> <li>• Know the characteristics of child development from birth up to eight years (yellow booklet), knowing the sequences and ages <b>in detail</b>.</li> <li>• Understand how adults and early years settings support and positively influence children’s development in all areas from birth to eight years.</li> <li>• Know the impact of introducing children to routines.</li> <li>• Relate your knowledge of child development to realistic situations.</li> <li>• Be aware that children develop at different rates.</li> <li>• Understand how transitions impact on children’s development.</li> </ul>	<ul style="list-style-type: none"> <li>• Applied anatomy and physiology (muscles and skeleton).</li> <li>• Structure and function of cardio-respiratory system.</li> <li>• Anaerobic and aerobic exercise.</li> <li>• Movement analysis (Planes and Levers with muscle/joint actions).</li> <li>• Physical training.</li> <li>• Components of fitness.</li> <li>• Principles of training.</li> <li>• Methods of training.</li> <li>• Fitness testing.</li> </ul>
How do I revise?	<ul style="list-style-type: none"> <li>• Use all your lesson notes – rewriting, testing yourself, writing definitions...</li> <li>• Make sure you highlight key information such as the instruction word, the age of the child and the area of development.</li> <li>• Learn milestones for all areas of development. This will help you in many questions if you know what a child should be able to do or understand (see yellow booklet).</li> <li>• Learn all the definitions of the five areas of development.</li> <li>• Create your own scenarios to consider when revising. For example: <i>Bobby’s mum is not well at the moment and is in hospital. How might this affect his emotional and behavioural development? How could adults at his pre-school support Bobby at this time?</i></li> <li>• Remember to give tried and tested examples of play to describe how to support children’s learning, such as: puzzles; role play (home corner); dressing-up; using nursery rhymes and stories/songs; counting games; dolls and teddies; painting and drawing; playdough; sand/water; memory games e.g. Kim’s game or pairs; outside toys; visits to new places... Have a list of your favourites and link them to how they can promote development.</li> </ul>	<ul style="list-style-type: none"> <li>• Your class teacher will go through the topics you need to revise.</li> <li>• Use notes and sheets to learn the key terms (e.g. health, exercise) and apply examples to them.</li> </ul>