

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, Spanish, German
- 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!

2019

Ian Grant - Deputy Head

HOW TO USE THIS BOOKLET:

- Read this over Easter to help plan your revision.
- 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.

Assessment Point 2 (Wk. beginning 29th April)

Below are study tips on "how to revise". Use these and you will remember!

Study tip #1: Retrieval practice. Put away notes, on blank page do a "brain dump" write all you know about a topic on the page. When done, use notes to check for accuracy and add missing information. [#retrievalpractice](#) [#howtostudy](#)

1 RETRIEVAL PRACTICE



Retrieval practice means trying to remember material you have learned, so when you sit your test, it comes readily to mind. Like this:

- 1 Make a list of important info you need from a topic
- 2 Close the book and create a quiz for yourself
- 3 Try to retrieve everything you've committed to memory
- 4 Go back and check all your answers

Study tip #2: Questioning and elaboration. Ask questions to yourself whilst studying things you have learnt. Ask friends, teacher. Connect ideas, similarities and differences. Retrieval practice for a pass, elaboration for an A. [#elaboration](#) [#howtostudy](#)

2 QUESTIONING AND ELABORATION



Once you have learned a lot of material, what should you do with it?

Ask questions about it and make connections. Here are questions about this quote:

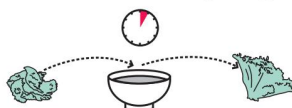
*Is this a dagger which I see before me,
The handle toward my hand?*

- 1 Why does Shakespeare use this imagery here?
- 2 What does this reveal about Macbeth at this point?
- 3 How does this connect to what we know of Macbeth?

Study tip #3: Concrete examples: Some ideas can be abstract and that makes them difficult to understand. Collect examples for abstract ideas from your teacher or from notes/books. Creating your own is best but check they are accurate. [#howtostudy](#) [#concreteexamples](#)

3 CONCRETE EXAMPLES

Concrete examples help concepts come alive — as in the transformation of lettuce depicting osmosis.



And in these questions used to find out exactly what an excellent essay looks like:

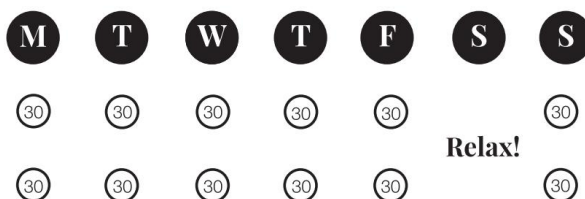
- 1 How has the essay been structured?
- 2 What particular phrases have been used?
- 3 What specific examples have been used as evidence?

Study tip #4: Spaced Practice. Plan to study early. 5 hours over 5 weeks is better than 5 hours at once. Look back at work from last week, month, term. Use tip #1 retrieval practice, tip #2 elaboration, tip #3 examples with your spaced practice. [#spacedpractice](#) [#howtostudy](#)

4 SPACED PRACTICE

Recognising that procrastination is part of our nature, helps us avoid it. Cutting up revision into smaller chunks and spacing it out over a period of time is the best strategy to adopt.

For example, with 6 hours to prepare for a test in a week's time, here's how to space out the revision.

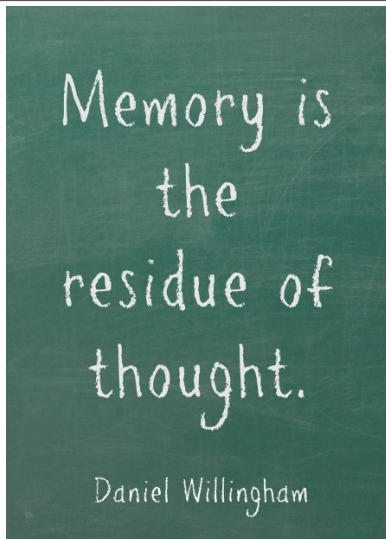


Study tip #5: Interleaving. Switch between ideas during a study session, don't study one idea for too long but long enough to learn. Switch topics and subjects. Go back over ideas in a different order. Feels really hard but hard work helps learning. [#interleaving](#) [#howtostudy](#)

5 INTERLEAVING

As with spaced practice, leaving gaps between studying is very effective. When studying multiple topics, mixing up the material you study adds to its impact. Such a mix is called interleaving.

M	T	W	T	F
MACEBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING
AN INSPECTOR CALLS	JEKYLL AND HYDE	CREATIVE WRITING	MACEBETH	UNSEEN POETRY
CREATIVE WRITING	MACEBETH	UNSEEN POETRY	AN INSPECTOR CALLS	JEKYLL AND HYDE



SUBJECT	ENGLISH	MATHEMATICS
Exam Length:	1hr 45 mins (untiered paper)	1 hour
Head of Department:	Helen Harper	Helen Aries
Exam Structure:	ENGLISH Language The paper will have two sections: <ul style="list-style-type: none"> a) Reading – fiction (4 questions) b) Writing – imaginative (1 question) 	One paper
What might be in the exam?	Reading skills: <ul style="list-style-type: none"> • Straightforward retrieval questions, asking you to identify information in a text • Language analysis • Structural analysis • Evaluation – ‘To what extent do you agree with someone’s view about an aspect of the text?’ • A choice of two imaginative writing tasks, prompted by an image. 	<ul style="list-style-type: none"> • Fractions, Negative numbers, Sequences, Percentages, Prime Factors. • Average (mean, medium, mode, range), Pie charts. • Solving Equations, Simplifying Algebraic Expressions. • Angle properties, Perimeter, Area, Symmetry, Coordinates. • Ratio and Proportion. • Statistics and Probability.
How do I revise?	<ul style="list-style-type: none"> • Read back through the English Language work you have completed so far this year. • Use practice papers to rehearse the skills. Your teacher can provide you with an example of one of these. • Read a wide range of fiction texts and test yourself on your ability to analyse how the writer(s) use language and structure for impact and effect. • Practise imaginative writing tasks. Again, ask your teacher for a writing prompt. • Practise editing and proofreading your vocabulary, spelling, punctuation and grammar in your language and literature work. • Use available sites to help, such as: • Mr Bruff Playlists on YouTube for AQA English Language Paper 1. • BBC Bitesize for AQA English Language Paper 1. 	<ul style="list-style-type: none"> • Make sure you have caught up any work through absence. • Further details can be found on your Progress sheets. • Go through past homeworks. • Build up a sheet of key facts during revision – your teacher will help you do this. • Make sure you work through the revision sheets thoroughly (when complete and, if time, do some of it again). • Test yourselves. • Look up end of topic tests in your class text book. • If in doubt SEE YOUR TEACHER. • Use websites such as: https://hegartymaths.com www.mymaths.co.uk user name: heathfieldcs password: obtuse. and your own log in details. See your class teacher if you are unsure of these. www.bbc.co.uk/bitesize • Learn everything in your blue revision book.

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 60 mark GCSE paper in Biology and Chemistry.	You will sit a 50 mark GCSE paper in Biology, Chemistry and Physics.
What might be in the exam?	<ul style="list-style-type: none"> The exam will cover material you have covered in lessons since September. 	<ul style="list-style-type: none"> The exam will cover material you have covered in lessons since September.
How do I revise?	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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.	Dance workshop with 'Map Dance' University of Chichester on Monday 29 th April. Taking part in a Dance Performance in the Tacchi Morris on Tuesday 30 th April @&:30pm
What might be in the exam?	<ul style="list-style-type: none"> The visual elements. Techniques and media works. A drawing using visual element/ composition/ scale/application of pencil. (Topic/theme will be set by the Art teacher – before the exam). 	<ul style="list-style-type: none"> Choreographic approaches. Choreographic intent. Physical skills. Expressive skills. Technical skills.
How do I revise?	<ul style="list-style-type: none"> Learn Art vocabulary from sheet at the front of the book. Practise observational skills using all of the visual elements. Choose objects carefully ready for the exam. Consider Still Life composition and set-up of objects (this will be discussed in lesson). <p>YOU WILL NEED:</p> <ul style="list-style-type: none"> 2 X 4B pencils available to buy at school at a cost of 20p each 1 pencil sharpener 1 rubber 	<p>How do I prepare?</p> <p>Practical Exam:</p> <ol style="list-style-type: none"> Use your knowledge organiser to look at subject vocabulary. Ensure you have returned your permission slip.

SUBJECT	FOOD PREPARATION	MUSIC
Exam Length:	1 hour exam (50%) 1 hour 10 mins practical assessment (50%)	1 hour 30 minutes
Head of Department:	Deborah Smith	Sarah Hall
Exam Structure:	Food Preparation and Nutrition AP2 assessment	Listening paper. Questions about the set works you have studied this year in music.
What might be in the exam?	<p>The exam paper focuses on the topics we have looked at this year which include :</p> <ul style="list-style-type: none"> • Food nutrition and health (carbohydrate, fat, protein, vitamins, minerals, water, making informed choices for a varied and balanced diet). • Food Science (function of ingredients : proteins, carbohydrates, fats and oils, raising agents). • Food sources (particularly fruit, vegetables, egg, fish and pulses). <p>The assessed practical will be planning a balanced meal to suit the nutritional needs of a particular group of people. This will involve:</p> <ul style="list-style-type: none"> • Research – recipe choice. • Time plan. • Cooking the meal of your choice under exam conditions. 	<p>Questions on set works:</p> <p><u>Instrumental Music</u> <u>1700–1820</u></p> <ul style="list-style-type: none"> • J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major • L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor ‘Pathétique’ <p><u>Vocal Music</u></p> <ul style="list-style-type: none"> • H Purcell: Music for a While • Queen: Killer Queen (from the album ‘Sheer Heart Attack’) <p><u>Music for Stage and Screen</u></p> <ul style="list-style-type: none"> • S Schwartz: Defying Gravity (from the album of the cast recording of Wicked) • J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope) <p><u>Fusions</u></p> <ul style="list-style-type: none"> • Afro Celt Sound System: Release (from the album ‘Volume 2: Release’) • Esperanza Spalding: Samba Em Preludio (from the album ‘Esperanza’) <p>Part A - Short questions based on musical extracts from the set works. Part B - Essay question.</p>
How do I revise?	<ul style="list-style-type: none"> • Use all your lesson notes in your exercise book. • Use your CGP Exam practice work book, check your answers in the back. • You can buy the CGP revision guide online or in school as per our letter last September. • Learn key word definitions. • Mind map, make revision cards, test each other, teach someone. 	<ul style="list-style-type: none"> • Read through and learn information in your files. • Learn meanings of key specialist words. • Listen to and read information on set works found on Fronter and GCSE Bitesize (www.bbc.co.uk/bitesize) • Work through examples with your teacher. • Use the CGP revision guides, available from WH Smiths.

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

SUBJECT	MODERN FOREIGN LANGUAGES – FRENCH, SPANISH, GERMAN	RELIGION, PHILOSOPHY & ETHICS (RPE) – Short Course GCSE
Exam Length:	Listening and reading 45 minutes Writing 45 minutes	1 hour
Head of Department:	Sarah Wood	Mary Lockwood
Exam Structure:	Listening, reading (including translation), writing (40 words and translation)	One paper containing two GCSE questions. Shorter questions then and extended evaluation question.
What might be in the exam?	<ul style="list-style-type: none"> • French: Home, town neighbourhood and region, Free time activities (including customs and festivals) • Spanish: Home, town neighbourhood and region, Free time activities • German: Home, town neighbourhood and region. 	<ul style="list-style-type: none"> • Religion and Life. • Christian Beliefs. • The Existence of God and Revelation.
How do I revise?	<ul style="list-style-type: none"> • Use your AQA revision guide to revise key vocabulary and structures for each topic. • Think of at least 5 key verbs and structures which you will use in your writing to give opinions and to write in the past or future. • Use an app to practise vocabulary and grammar e.g. Duolingo, Quizlet, Memrise or Verb Blitz. 	<ul style="list-style-type: none"> • Spider diagrams. • Reading through lesson notes. • Learning key terms and teachings.

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"> • There will be a range of different instruction words used in the questions e.g. identify, discuss, describe, explain and assess. ‘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! <p>You need to :</p> <ul style="list-style-type: none"> • Know how growth is measured -weight, height and head circumference – and that it recorded on Centile Charts. • Know the factors affecting growth (Dr HEIHNS). • Be able to define development and understand HOLISTIC development. • Be able to give key definitions to the five areas of development (SPECC) and understand the relationship between them. • Know the characteristics of child development from birth up to eight years (yellow booklet), knowing the sequences and ages in detail. • Understand how adults and early years settings support and positively influence children’s development in all areas from birth to eight years. • Know the impact of introducing children to routines. • Relate your knowledge of child development to realistic situations. • Be aware that children develop at different rates. • Understand how transitions impact on children’s development. 	<ul style="list-style-type: none"> • Applied anatomy and physiology (muscles and skeleton). • Structure and function of cardio-respiratory system. • Anaerobic and aerobic exercise. • Movement analysis (Planes and Levers with muscle/joint actions). • Physical training. • Components of fitness. • Principles of training. • Methods of training. • Fitness testing.
How do I revise?	<ul style="list-style-type: none"> • Use all your lesson notes – rewriting, testing yourself, writing definitions... • Make sure you highlight key information such as the instruction word, the age of the child and the area of development. • 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). • Learn all the definitions of the five areas of development. • 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> • 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. 	<ul style="list-style-type: none"> • Your class teacher will go through the topics you need to revise. • Use notes and sheets to learn the key terms (e.g. health, exercise) and apply examples to them. • Use the knowledge organisers that have been made for you and any other revision guides. • Attend drop in revision sessions for extra help.