

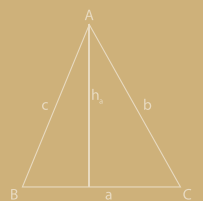
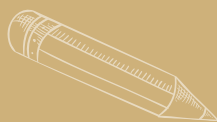
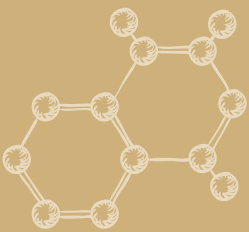
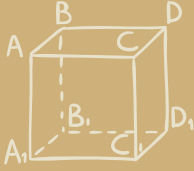
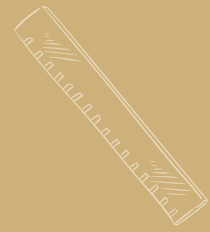


LYMM

HIGH SCHOOL

EST 1601

KS4 Revision Guide | April 2022



WHY REVISION AND STUDY SKILLS MATTER

"The secret to getting ahead is getting started!"

REMEMBER...

NO. 1

It is impossible to remember everything you have learnt this year and therefore you will need to go over the work and remind yourself of what you have studied.

NO. 2

We all remember some things more than others, and so planning your revision is essential for feeling confident about your mock exams.

NO. 3

It is important that in your exams you get the best possible level or grade in your subjects. This will show your teacher what you have understood and can ensure you receive the right support moving forward.

LOOKING AFTER YOURSELF

Many students fall into the trap of 'revising' by reading through notes while watching TV.

To revise effectively students need a calm, peaceful environment. A little light background music can be conducive to concentration; however, mobile phones, TV and loud music have been shown to have a negative impact.

All students are individuals, and many often find their own preferred style of revision. However, just reading through notes has been shown to be highly ineffective. Students need to process and interact with the information in order to maximise retention.

A quick internet search reveals that there are many revision methods. On the following pages are details of just a few.

IDENTIFY AREAS YOU NEED TO WORK ON

For each subject you need to create a revision checklist which is a list of topics you need to revise. Your subject teacher may have created this for you. You should then RAG the topics.

RED - For the topics you don't understand as much or know the least about.

AMBER - For the topics you understand fairly well

GREEN - For those you understand the most or know the most about.



You then need to start your revision by looking at the topics you put as red and then move onto the amber. Finally, you look at those that you have marked as green. This is called prioritising. You have decided which topics you need to focus on the most and these are the ones you will look at first.

PLANNING WHAT YOU NEED TO REVISE

It is best to create a revision timetable for your revision as this will help you to fit in all your different subjects.

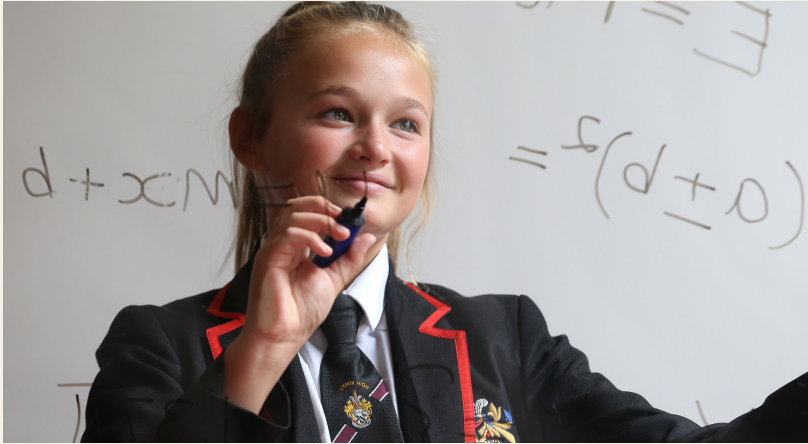
THE BENEFITS OF A REVISION TABLE ARE:

- You will feel less worried about your exams.
- It will help you focus on what you need to do each day.
- Your revision will be organised and you will be less likely to miss important topics or subjects that you need to cover.
- You will know when you should be revising.

First you will need to decide which subjects will be in each revision session. Make sure there is an equal amount of sessions for each subject. Underneath each subject, add the topic you will revise.

Once you have revised a topic, you need to tick it off on your revision checklist. This will help you to keep track of the topics you have already revised and those you still need to spend time on.

"The best preparation for tomorrow is doing your best today."



PRACTICE

MAKES PERFECT

In many of your subjects, the key to success is high quality practice... But how do you ensure that the time you spend practising is not wasted? How do you make sure that practice really helps you make progress?

FOUR KEYS FOR PERFECT PRACTICE

1- IDENTIFYING WHAT TO PRACTICE

There are two types of practising:

Practising to keep it fresh in your mind

Making sure you don't forget topics you haven't covered for a while.

Theory says you should aim to briefly recap each topic every 6 weeks once you are confident with it to make sure you don't forget.

Practising to consolidate new learning

Once you have learnt something new you should spend some time practising it so it sticks in your mind.

When the topic is new, practising it more than once in a week will help you remember it.

TOP TIP

Make sure you have clear targets for your practice; don't always practice the same things because they're easier and don't spend lots of time practising topics that are not around your target. Your teachers can help you identify the important topics.

2- HOW AND WHEN TO PRACTICE

Little and often! Don't set aside 3 hours once a week. It is much better to do half an hour every day.

For that short window, put distractions away and let your brain focus on one thing; that way your brain can put all its energy on the revision. Instagram can wait for half an hour!

Don't do it late at night, or during your favourite TV show. Fit it around your other priorities... Another reason to do little chunks regularly.

TOP TIP

Set up a specific timetable. Not just which subject on which day, but at what time and for how long.

3- MAKE A CHECKLIST

Have a notebook or folder for each subject, with a checklist of priorities (your teacher can help you with the list).

Use coloured pens or paper, revision cards or highlighters. Take pride in your work.

TOP TIP

There is nothing more satisfying than ticking things off your list.

4- RESOURCES FOR PRACTISING

Know where to look for good quality resources and support. You don't want to be practising questions that don't help you get marks in the exam or not have anywhere to get help if you get stuck. Luckily there are loads of great resources for you.

The following subject pages provide links to websites, apps and other useful resources.

Share resources you have found with your friends, and get their ideas too.

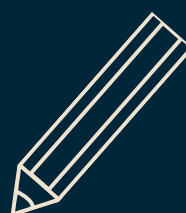
TOP TIP

Not everything works for everyone, so trial the different resources your teachers and friends suggest and find the ones that work for you.

"I'm not telling you it's going to be easy, I'm telling you it's going to be worth it!"

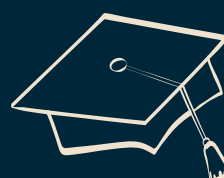
Using REVISION GUIDES

As you are reading through the revision guide make questions that you can go back and test yourself on at the end.



Highlight information that is important, or you find difficult to remember, in a bright colour so you know to keep going back to it.

Make a mind map of key information that you have read from the revision guide.



Teach a member of your family, or a friend, what you have learnt from the revision guide.

Try to summarise everything you have read into one paragraph and then check if the information is correct.



Use post-it notes to highlight pages in the guide that are important and that you need to go back to at a later date.

TIPS FOR SUCCESSFUL USE OF THE KNOWLEDGE ORGANISER

The Knowledge Organisers are designed to help you acquire a wide range of knowledge which in turn will mean you are more prepared for your lessons as well as for your GCSE exams. To get the most out of your Knowledge Organiser, you should be learning sections and then self-testing. **Do not just copy the information out!**

"The only place where success comes before work is in the dictionary."

1 LOOK, COVER, WRITE, CHECK, CORRECT

Read a section of the Knowledge Organiser, cover it up and then try and write down the information you just read. Check and see if you got it right and then correct any mistakes. Keep doing this until you are able to remember the information correctly.

2 HIGHLIGHTING/UNDERLINING

As you are reading through your Knowledge Organiser, underline or highlight anything you think is difficult to remember or that you don't fully understand. This means you go back to these more difficult areas automatically every time you look at it.

3 REVISION CARDS

Identify key words/topics/ideas from your Knowledge Organiser and write on one side of your revision card. On the other write down an explanation, definition or key information. Use these cards to then quickly revise this information, test yourself or get someone else to test you. For example, you might write a character's name on one side and then some key quotes for that character on the other.

4 SUMMARISATION

Read through the information on your Knowledge Organiser and then try to summarise it in a paragraph of writing. Read through and check anything you have missed and correct it.

REVISION CARDS

There are a variety of different ways that revision cards can be used to revise:

KEY WORDS & DEFINITIONS




Put key words on one side of the card and then put the definitions on the other side.

Create a list of key words for a topic.

Write a list of key words with the definitions.

Put the key words for a topic on one side and then on the other side write a paragraph including the key words.

IDENTIFYING KEY WORDS AND USING THEM IN A PARAGRAPH



SUMMARISING TOPICS




Look at the information in an exercise book or textbook on a topic. Then write the key ideas, key words and main points on a revision card. This could be done as a list, a brainstorm or Mind Map.

Write a past paper question at the top of the revision card and then bullet point the main things to include in the answer.

Write a past paper question on one side of the card and then put the answer on the other side.

ANSWERING EXAM OR ESSAY QUESTIONS



MIND MAPS

What is Mind Mapping?

A Mind Map is a visual map of your ideas and information laid out in a radial format around a central thought.

Mind Maps can help you with your revision and particularly appeal to students who learn visually.

RECALL INFORMATION FROM MEMORY

Mind Maps allow ideas to be noted quickly and in an organised way, you do not have to worry about learning long sentences. Mind Map information is quick and efficient: it keeps recall at a high level.

UNDERSTAND SUBJECTS/TOPICS

Mind maps work the way the brain works which is not in nice neat lines!

Mind Maps help you to organise information in a way that is easily absorbed.

A Mind Map is visual to help you recall sections of information.

MAKE NOTES

By noting down only key words, you save vital time while revising.

Also, when you go on to write essays or revise for exam topics from your Mind Maps, you will recall the most important information.

BE CREATIVE

Mind Maps appeal to your senses with their visual elements.

They free the mind from thinking in lines, and ideas and thoughts flow more quickly.

PLAN LONG ANSWER QUESTIONS/ESSAYS

You generate ideas simply through making your Mind Map.

Your brain actively makes links between ideas, adds connections, puts thoughts in order and generates further creative ideas. This is good for planning any piece of writing.



MNEMONICS

HOW IT WORKS

Mnemonics - a small phrase or word that helps us to remember things.

All our GCSEs have a lot of content and key terminology to learn.

A useful tool to help with this is mnemonics:

To remember the Light spectrum:-

Richard **O**f **Y**ork **G**ave
Battle **I**n **V**ain

Which, of course, stands for: **R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo, **V**iolet.

Better still, make up one of your own:-

REFLEX ACTIONS

S timulus	S ome
R eceptor	R abbits
S ensory neurone	S ee
R elay neurone	R ed
M otor neurone	M onkeys
E ffector	E njoying
R esponse	R eading

"The harder you work for something, the greater you'll feel when you achieve it."

GCSE POD

GCSE Pod has lots of resources and tips to help you with motivation, how to learn, news and free resources.

Activating your GCSEPod account through Office 365



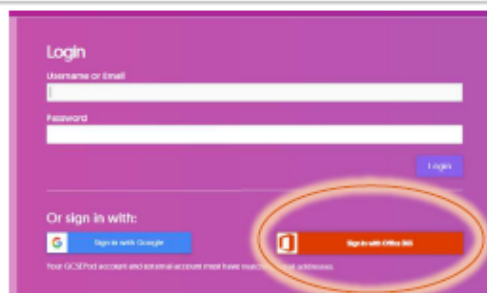
- 1 Go to www.gcsepod.com and click 'Login'



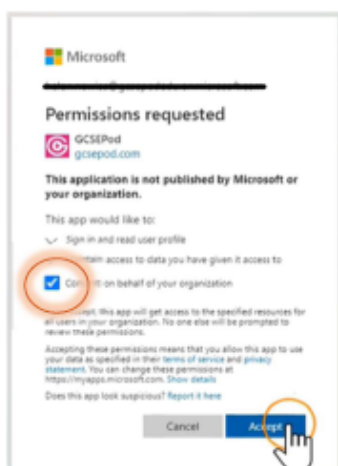
- 2 Click the Office 365 button:



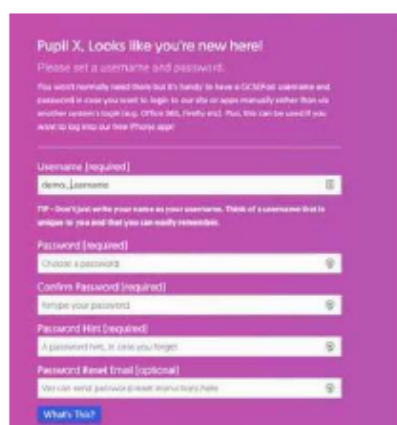
On the next screen click the Office 365 button again or enter your email and click 'Login'



- 3 Tick the consent box on the popup and then click 'Accept'.



- 4 You'll need to fill in a few details here and set a password to use with our GCSEPod app.



- 5 You're now logged in and ready to get started!

The next time you sign in you just need to repeat steps 1 and 2 to sign in again.

GCSE POD

What should you do once you have watched a subject-specific pod?

Activities



1. Watch a Pod once and then list 5 or more pieces of information from memory. Watch it a second time to check the information you remembered is correct. Aim to improve on this score next time.

Stretch: Can you add another 3+ pieces of information after your second watch?

2. Write a one paragraph summary of the pod, selecting the key points.

Stretch: Can you quote or reference the Pod?



3. Create a spider diagram or mind map of the information in the Pod. Making it as colourful as possible will help you visualise it later. See below for an example of a spider diagram!

Stretch: Can you link this spider diagram or mind map to another Pod, building on it with the new information from each Pod you watch?



4. Write an exam style question about the topic of the Pod then answer the question in full using the Pod to help you.

5. Watch a Pod, then create a lesson to teach someone else about the information in the Pod.



6. Select pieces of information from a Pod and rank the information in order of importance with the most important at the top and the least important at the bottom.

Stretch: Write at least two sentences justifying why you have ranked it this way.

GCSE POD

What should you do once you have watched a subject-specific pod?

7. Complete activity 6 and then select the pieces of information that are key to someone fully understanding the content of the Pod.



8. Select pieces of information from a Pod and rank the information in order of most difficult to easiest to remember.



9. Turn the Pod into six images – one per key piece of information. The images must represent the information in the Pod.

Stretch: Write a sentence under each image explaining your thinking.

10. Watch a topic, title or single Pod and create a set of around 6–8 symbols to represent the key pieces of information. Annotate your symbols.

For example, for Romeo and Juliet you might have some of the following:



- a. Reduce this down to half the number of symbols, choosing the 3–4 most important.



11. Create a presentation or lesson to explain the content of a Pod or Pods as if you're teaching it to a 6-year-old. Think about the language you use to explain the content.

12. Choose a Pod and before you watch it storyboard what you think should be included. Then watch the Pod. How much of your information was in the Pod? See below for an example of a storyboard!

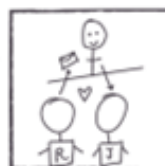


Stretch: Can you justify why you would include the information you did?

Character: The Nurse



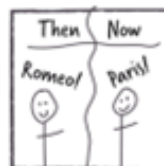
Who she is -
Capulet, servant,
Juliet's closest
friend



Plot device -
introduces R+J
and is the
go-between



Comedic role
Blank verse etc



Hypocritical?
"Marry with
the County"

GCSE POD

What should you do once you have watched a subject-specific pod?



13. Identify the most important Pods in a topic or title. Can you justify why they are the most important?

Stretch: Have you based your decision on your own knowledge, the exam or the subject?

14. Create personal playlists for each subject:

- Red = topics I'm least confident with
- Amber = topics I'm ok with
- Green = topics I'm most confident with

15. Timetable your Pod watching using the results from Activity 14. Remember not to only focus on Red pods.



16. Watch a Pod and write out the three most important pieces of information ranking them 1–3.

- Briefly explain each piece of information in 1–3 using two sentences for each.
- Go back though and cross out the least important sentence so that you end up with only one key sentence for each important piece of information.

17. Reduce the key information in a Pod to 12 words.

18. Reduce the information from a Pod into a 140 character Tweet – remember spaces and punctuation count as characters.



19. Sort the information in a Pod into 2–3 categories then think of a title for each category.

Try organising your thoughts like this!

Category 1	Category 2	Category 3
_____	_____	_____
_____	_____	_____
_____	_____	_____

20. Watch a Pod and write down 3 questions you'd like to ask an expert on this subject.

GCSE POD

It is also excellent practice to complete any 'Check and Challenge' quiz options if you see them next to a pod. These are short, multiple choice quizzes which test your knowledge on the pod you have just watched!





TASSOMAI

Log onto Tassomai on a computer or on your phone

**COMPLETE 15 MINUTES
EVERYDAY-5% A WEEK**

WWW.TASSOMAI.COM

**CHECK YOUR
DASHBOARD**

TO SEE HOW MUCH YOU HAVE DONE

*Review the quiz once you have completed
it and check what you have got wrong*

SPEND TIME ON THE TOPICS YOU ARE LESS CONFIDENT ON

YEAR 10 ENGLISH LANGUAGE

TIPS FOR REVISING ENGLISH



You will complete one paper that will last 1 hour and 45 minutes; this will be broken down into two sections.

Section A – Reading (1 hour)

You will be given a short fictional extract from a story (spend 5 minutes reading), followed by four questions:

- Question 1 – Select 4 true statements from an extract from the text (4 marks - 5 minutes)
- Question 2 – Analyse the writer’s language (words, techniques, sentences) in an extract from the text (8 marks - 12 minutes)
- Question 3 – Analyse the structure of the whole text (8 marks - 12 minutes)
- Question 4 – Evaluate a statement about a specific part of the text – decide whether you agree/disagree and which methods the writer has used to help you reach your decision (20 marks - 25 minutes)

Section B – Reading (45 minutes)

You will be given a choice of two descriptive writing tasks, one of which will have a picture as a stimulus. You must choose one and write your own description. You should:

- Plan your response (5 minutes)
- Write your response (35 minutes)
- Proof read/check your response (5 minutes)

There are *40 marks* available for this question:

- 24 marks for content and organisation (your ideas, vocabulary techniques, creativity, structure)
- 16 marks for technical accuracy (spelling, punctuation, grammar)

Some useful YouTube resources:

- Q1 - [AOA English Language Paper 1 Question 1 \(updated & animated\) - YouTube](#)
- Q2 - [AOA English Language Paper 1 Question 2 \(updated & animated\) - YouTube](#)
- Q3 - [AOA English Language Paper 1 Question 3 \(updated & animated\) - Bing video](#)
- Q4 - [AOA English Language Paper 1 Question 4 \(updated and animated\) - Bing video](#)
- Q5 - [AOA English Language Paper 1 Question 5 \(updated & animated\) - Bing video](#)

YEAR 10 ENGLISH LANGUAGE



YOU NEED TO BE ABLE TO:	REVISION ACTIVITIES	USEFUL WEBSITES
Identify language techniques	Read through extracts and identify and label techniques	YouTube- Mr Bruff's Language playlist
Identify structural techniques	Read through extracts and identify and label techniques	Seneca Learning
Analyse the writer's use of language	Create 'quote explosions' deconstructing language- write up responses in timed conditions	AQA's website of past papers with mark schemes
Analyse the writer's use of structure	Timed past paper questions on the AQA assessment website	Twinkle Revision
Create a description based on a title or image (min 2 sides of A4)	Use Google images to randomly select images to describe- split into 6 boxes	https://quizlet.com/gb/topic/languages/english/
Create a narrative based on a title or image (minimum 2 sides of A4)	Timed past paper questions on the AQA assessment website. Practice engaging openings and closings for narrative writing/descriptive writing - have particular methods that you find suit you most which you can use for different styles of writing. Read short extracts from novels/stories/poetry you admire - gather engaging similes and metaphors and other examples of language devices that are effectively crafted which you could subvert or embed in your own descriptions. Practice writing with short, long, medium sentences, and ensure you can open in different ways such as using adjectives, adverbs, connectives. Ensure you know how to use this punctuation accurately: semi colon (;), exclamation mark (!) and Ellipsis (...).	https://quizlet.com/gb/topic/languages/english/
Have a list of 10 ambitious words you intend to include in your writing	Use your vocabulary sheets and vocabulary you have been introduced to in lesson.	

YEAR 10 ENGLISH LITERATURE

TIPS FOR REVISING ENGLISH



You will complete one paper that will last 50 minutes.

An Inspector Calls (50 minutes)

There are 30 marks available for this question + 4 marks for SPaG

You will be given a choice of two questions, but will only have to choose one to answer. The question will ask you about a character or a theme in the play. You should aim to include an introduction and 3 main/developed paragraphs in your response.

You will be assessed on your ability to:

- Include ideas that answer the question
- Support your ideas with relevant quotations
- Analyse quotations (zoom/explain)
- Include Priestley's methods
- Make relevant links to context

Some useful YouTube resources:

An Inspector Calls - '[An Inspector Calls](#)' by J.B Priestley - YouTube (this channel has videos for all separate characters and themes)

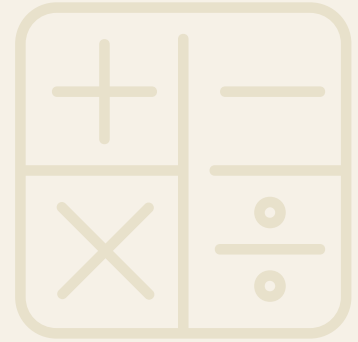
YEAR 10 ENGLISH LITERATURE



YOU NEED TO BE ABLE TO:	REVISION ACTIVITIES	USEFUL WEBSITES
<p>Recall quotes and golden ideas for the following characters:</p> <ul style="list-style-type: none">• Mr Birling• Mrs Birling• Sheila• Eric• Inspector Goole• Eva Smith/ Daisy Renton	<p>Past paper questions - What did the question ask about the character, etc. AOA GCSE English Language Assessment resources Create 'quote explosions' analysing the language within the quotation and what we can learn from this.</p>	<p>YouTube- Mr Bruff Knowledge organiser</p> <p>GCSE English Literature Beyond Secondary Resources (twinkl.co.uk)</p>
<p>Recall quotes and golden ideas for the following themes:</p> <ul style="list-style-type: none">• Gender• Social responsibility• Power/wealth/ class divide• Generational differences• Guilt	<p>Create timelines tracking through the play the themes and where they occur/which characters we can apply to the theme.</p>	<p>Seneca - Learn 2x Faster (senecalearning.com)</p> <p>Knowledge organiser</p>
<p>Know the contextual ideas for the Edwardian period:</p> <ul style="list-style-type: none">• Capitalism vs socialism• Priestley's political landscape• Edwardian gender roles• Tensions before the war – "fire, blood and anguish"• 7 deadly sins• morality play/ well-made play	<p>Create cue cards on each aspect with the key information from your lessons/ KO and the websites we have listed.</p>	<p>Knowledge organiser</p> <p>Understanding An Inspector Calls: Social and Historical Context Your Favourite Teacher</p>
<p>Know the form/structure of the play:</p> <ul style="list-style-type: none">• Morality/ well-made play – the climactic curtain• 3 Unities (Greek Theatre)• The Greek Chorus• Stage directions	<p>Create cue cards on each aspect with the key information from your lessons/ KO and the websites we have listed.</p>	

YEAR 10 MATHS

TIPS FOR REVISING MATHS



How many papers: 2

Length of paper: 90 minutes for each paper

Equipment required: Black pen, pencil, ruler, compasses, protractor, calculator for paper 2

Key topics for revision:

You will be sitting two full GCSE papers. These cover a full range of topics – some covered in earlier years.

We feel it is important that you get to see and experience a full paper even though there will be a small number of topics not yet taught.

To support your preparation for the assessments we have included a detailed topic breakdown on the next two pages.

Do not focus on topics not yet studied – please focus your revision on the topics you have covered this year and in previous years. If in doubt, ask your teacher for guidance.

Useful resources and/or links for revision support

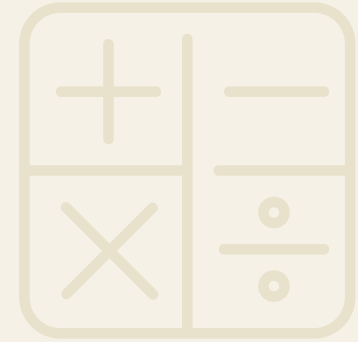
Mathswatch will show you videos on the majority of topics. Maths is an active subject so please also try the interactive questions also on Mathswatch. I have included some of the video numbers to point you in the right direction. Remember, you can watch the 1-minute videos if you simply need a refresher.

Dr Frost and maths genie are also 'free' websites with good resources
For further videos – Corbett maths gives clear explanations.

YEAR 10 MATHS

TOPIC BREAKDOWN

HIGHER 1A-2B

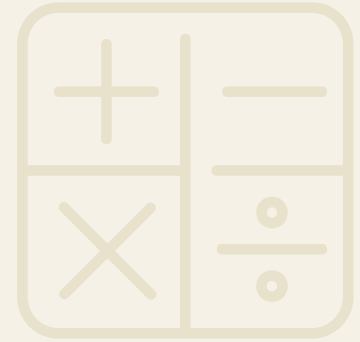


Strand	Main focus	Mathswatch
Algebra	Equation of circle	197
	Quadratic equation	191
	Linear and quadratic simultaneous equation	211
	Substitution, simplifying, expanding, factorising	33, 34, 37, 137
	Inequalities	138, 139
	Sequences	37, 102, 103
	Simultaneous equations	162
	Functions and inverse functions	214, 215
Graphs	Gradients	96
	Cosine graphs	195
	Transformation of curves	196
	Distance -Time	143
Geometry	Hemisphere	169
	Cylinder	119
	Surface area	114
	Perimeter	52
	Volume and area factors	201
	Loci	146
	Non- calc trigonometry values	173
	Sine and cosine rule	202
	Column vectors	174
	Enlargement	148
	Parts of a circle	116
Number	Approximate an answer	91
	Error intervals and bounds	132, 155, 206
	Money problems	
	Cube root	29, 81
	Indices	131, 154
	Surds	207
	Standard form	83
Probability	Relative frequency	125
	Bias	
	Expected number of outcomes	
	Venn diagrams	127
	Tree diagrams	151, 175
	Probability	59-61
Ratio	Unit conversion	112
	Density	142
	Inverse proportion	199
	Fraction work	
	Ratio problems	30-42, 165
	Percentage and percentage increase	108, 109
Statistics	Cumulative frequency	186
	Box plots and interquartile range	187
	Range	62

YEAR 10 MATHS

TOPIC BREAKDOWN

FOUNDATION 3A/3B



Strand	Main focus	Mathswatch
Algebra	Expressions - write, simplify, substitute	33, 34, 37, 137
	Solve linear equation	135
	Sequences	37, 102, 103
	Expand bracket	93
	inequalities	138, 139
Graphs	Intersections	
	Coordinates and ratio	8
	Is a point on a line?	96
	Draw/ Plot a linear graph	96
Geometry	Symmetry	11
	Plans and elevations	51
	Volume of hemisphere	169
	Bearings	124
	Perimeter	52
	Angle facts and Interior and exterior angles of polygon	120-123
	Similar shapes	144
Number	Reflection and rotation	48, 49
	Sectors	149
	Circumference	
	Change between fractions, decimals and percentages	84, 85
	Time	6
	Check using estimation	91
	Error intervals	132, 155
	Add, take, multiply and divide with ordinary numbers, fractions, decimals	
	Costs and profit	
	<u>Bidmas</u>	75
	Factors, multiples	28
	Powers and roots	29, 81
	Standard form	83
Unit conversions	112	
Ratio	Ratio and proportion problems including inverse	30-42, 165
	Maps and scales	
	Sharing in ratio	106
	Percentages	108, 109
Probability	Relative frequency	125
	Bias	
	Tree diagrams	151, 175
	Completing tables	126
	Probability	59-61
Statistics	Pictograms	16
	Mean, median, mode, range	62
	Scatter diagrams, lines of best fit and correlation	129

YEAR 10 SCIENCE

TIPS FOR REVISING TRILOGY



TRILOGY

How many papers: 3 (biology, chemistry and physics)

Length of paper: 1 hour 15 minutes

Equipment required: Pen, pencil, calculator and ruler

Key topics for revision:

Biology topics 1-4 (full paper 1):

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics

Chemistry topics 1-4 (everything except energy changes from paper 1):

1. Structure of the atom and the Periodic Table
2. Structure and bonding
3. Chemical calculations
4. Chemical changes

Physics topics 1-4 (full paper 1):

1. Energy transfers and stores
2. Electricity
3. Particle model
4. Atomic Structure

Revision resources:

- Tassomai
- Revision guide
- PLCs
- Sample exam papers (will be provided after the Easter holiday)
- Review of key content through videos on www.freesciencelessons.co.uk
- Can use Seneca Learning as well: Seneca - Learn 2x Faster (senecalearning.com)

YEAR 10 SCIENCE

TIPS FOR REVISING SEPARATE SCIENCE



SEPARATE SCIENCE

How many papers: 3 (biology, chemistry and physics)

Length of paper: 1 hour 45 minutes

Equipment required: Pen, pencil, calculator and ruler

Key topics for revision:

Biology topics 1-4 (full paper 1):

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics

Chemistry topics 1-4 (everything except energy changes from paper 1):

1. Structure of the atom and the Periodic Table
2. Structure and bonding
3. Chemical calculations
4. Chemical changes

Physics topics 1-4 (full paper 1):

1. Energy transfers and stores
2. Electricity
3. Particle model
4. Atomic Structure

Useful resources and/or links for revision support:

- Tassomai
- Revision guide
- PLCs
- Sample exam papers (will be provided after the Easter holiday)
- Review of key content through videos on www.freesciencelessons.co.uk
- Can use Seneca Learning as well: Seneca - Learn 2x Faster (senecalearning.com)

YEAR 10 BUSINESS STUDIES

TIPS FOR REVISING BUSINESS STUDIES



How many papers: 1
Length of paper: 90 minutes
Equipment required: Pen, pencil, calculator and ruler

Topic list for revision:

- Enterprise and entrepreneurship (1.1)
- Spotting a business opportunity (1.2)
- Business revenues, costs and profits (1.3.2)
- Cash and cash flow (1.3.3)
- Sources of Finance (1.3.4)
- Making the business effective (1.4)
- Stakeholders and technology (1.5.1 / 1.5.2)
- Legislation and business (1.5.3)
- The economy and business (1.5.4)

Useful resources and/or links for revision support:

- Theme 1 Knowledge Organisers, can be found in the Year 10 Business Studies Team
- Past Exam Revision Papers, these can be found in the Year 10 Business Studies Team
- PowerPoint Revision Presentations, these can be found in the Year 10 Business Studies Team
- Theme 1 Chains of Reasoning Booklets, these can be found in the Year 10 Business Studies Team
- Perfecting Business Technique Booklet, these can be found in the Year 10 Business Studies Team
- Tutor2u Website <https://www.tutor2u.net/business/reference>
- BizConSesh YouTube Revision Videos (Edexcel Paper One & Edexcel Paper Two) https://www.youtube.com/channel/UCE9uWsZ2C3NYzzKRlo_mntw
- SENECA GCSE Business Studies Revision

YEAR 10 COMPUTER SCIENCE

TIPS FOR REVISING COMPUTER SCIENCE



How many papers: 1
Length of paper: 90 minutes
Equipment required: Pen, pencil, ruler, highlighter

Key topics for revision:

Part one of the paper:

1.1 – SYSTEMS ARCHITECTURE

1.1.1 Architecture of the CPU

The purpose of the CPU

- The Fetch-execute cycle

Common CPU components and their features.

- ALU (Arithmetic Logic Unit)
- CU (Control Unit)
- Cache
- Registers

Von Neumann architecture

- MAR (Memory Address Register)
- MDR (Memory Data Register)
- Program Counter
- Accumulator

1.1.2 CPU performance

How common characteristics of CPUs affect their performance:

- Clock speed
- Cache size
- Number of cores

1.1.3 Embedded systems

The purpose and characteristics of embedded systems

Examples of embedded systems

1.2 – MEMORY AND STORAGE

1.2.1 Primary storage (Memory)

- The need for primary storage
- The difference between RAM and ROM
- The purpose of ROM in a computer system
- The purpose of RAM in a computer system
- Virtual memory

YEAR 10 COMPUTER SCIENCE

TIPS FOR REVISING COMPUTER SCIENCE



1.2.2 Secondary storage

- The need for secondary storage
- Common types of storage: Optical, Magnetic, Solid state

Suitable storage devices and storage media for a given application

The advantages and disadvantages of different storage devices and storage media relating to these characteristics:

- Capacity
- Speed
- Portability
- Durability
- Reliability
- Cost

1.2.3 Units

The units of data storage:

- Bit
- Nibble (4 bits)
- Byte (8 bits)
- Kilobyte (1,000bytes or 1 KB)
- Megabyte (1,000KB)
- Gigabyte (1,000MB)
- Terabyte (1,000 GB)
- Petabyte (1,000TB)

How data needs to be converted into a binary format to be processed by a computer

- Data capacity and calculation of data capacity requirements

1.2.4 Data Storage

Numbers

- How to convert positive denary whole numbers to binary numbers (up to and including 8 bits) and vice versa
- How to add two binary integers together (up to and including 8bits) and explain overflow errors which may occur
- How to convert positive denary whole numbers into 2-digit hexadecimal numbers and vice versa
- How to convert binary integers to their hexadecimal equivalents and vice versa
- Binary shifts

YEAR 10 COMPUTER SCIENCE

TIPS FOR REVISING COMPUTER SCIENCE



Part two of the paper

2.1 – ALGORITHMS

2.1.1 Computational thinking

- Principles of computational thinking: Abstraction, Decomposition, Algorithmic thinking

2.1.2 Designing, creating and refining algorithms

- Identify the inputs, processes, and outputs for a problem
- Structure diagrams
- Create, interpret, correct, complete, and refine algorithms using: Pseudocode, Flowcharts and Reference language/high-level programming language
- Identify common errors
- Trace tables

2.1.3 Searching and sorting algorithms

- Standard searching algorithms: Binary search and Linear search
- Standard sorting algorithms: Bubble sort, Merge sort and Insertion sort

2.2 – PROGRAMMING FUNDAMENTALS

2.2.1 Programming fundamentals

- The use of variables, constants, operators, inputs, outputs and assignments
- The use of the three basic programming constructs used to control the flow of a program: Sequence, Selection and Iteration (count- and condition-controlled loops)
- The common arithmetic operators
- The common Boolean operators AND, OR and NOT

2.2.2 Datatypes

- The use of data types: Integer, Real, Boolean, Character and string, Casting

2.5 – PROGRAMMING LANGUAGES AND INTEGRATED DEVELOPMENT ENVIRONMENTS

2.5.2 The Integrated Development Environment (IDE)

- Common tools and facilities available in an Integrated Development Environment (IDE): Editors, Error diagnostics, Run-time environment and Translators

Useful resources and/or links for revision support

- Teach ICT – revision on all topics
- Craig N Dave – videos on topics - [GCSE OCR J277 Computer Science Videos – Craig 'n' Dave | Students](https://www.craigndave.org/) (craigndave.org)

YEAR 10 DESIGN & TECHNOLOGY



TIPS FOR REVISING DT

How many papers: 1

Length of paper: 90 minutes

Equipment required: Pen, pencil, ruler, calculator, rubber, coloured pencils

Key topics for revision

Section A (20%) Mainly Multiple Choice Questions (1 mark per question)

- Renewable Energy
- Planned Obsolescence
- Electrical Components – E.G. For an alarm
- SMART Materials
- Fabric – Bonded, Felted, Knitted, Woven
- Technology Push / Technology Pull
- Automation / CAD-CAM
- Kinetic Energy
- Components – Cam, Gear, Lever, Pulley
- Ductile, Malleability, Abrasion, Corrosion – Meanings
- Alloys
- Composite Materials – Advantages/ Disadvantages

Section B (3-4 mark questions, 1 x 8 mark question)

- Commercial Manufacturing Processes – Injection Moulding, Wood Laminating, Turning, Vacuum Forming
- Ordering in Bulk – Benefits
- Ethical Factors or buying products
- Woods – Materials / Stock Forms / Finishing Techniques
- Analyse and evaluate how pollution caused by the manufacture, use and disposal of products can impact the environment (8 marks)
- Mass & Batch Production
- Working out percentages of waste (Maths Q)

Section C (3,4,6 mark Questions)

- Alessi, Apple, Braun, Dyson – Design Features and or Manufacturing Techniques – what makes them successful?
- Analysis of 3 products – Ergonomics, Functionality, Innovation
- Primary & Secondary Research
- 5 Specification Points for a toy used by a 3-5 year old (ACCESS FM)
- 2 Point Perspective Drawing

Useful resources and/or links for revision support

- Technologystudent.com
- BBC Bitesize: Design Technology GCSE AQA
- Black/Purple CGP Revision Guide (£9.79 – Amazon)

YEAR 10 GEOGRAPHY

TIPS FOR REVISING GEOGRAPHY



How many papers: 1
Length of paper: 90 minutes
Equipment required: Exam Paper
Insert
Students can use a calculator and ruler in the exam

Key topics for revision:

Living World

Small scale ecosystems
Tropical rainforests
Desertification
Plant and animal Adaptations

UK physical landscapes

Coasts and Rivers

Urban issues and challenges

UK city case study
Regeneration
Urbanisation
Grid references

Useful resources and/or links for revision support:

- Notes in own books
- Knowledge Organisers
- CPG Revision Guide
- PLCs – Personal learning checklists
- [BBC Bitesize](#)
- [Timeforgeography](#) website

YEAR 10 HISTORY

TIPS FOR REVISING HISTORY



How many papers: 2 (Paper 1: Crime and Punishment with environmental study on Whitechapel, and Paper 3: Weimar and Nazi Germany)

Length of paper: 90 minutes

Equipment required: Pen, pencil and highlighters

Whitechapel:

- **Types of sources and the strengths and limitations of using each**

- **Some examples of sources could be:**

- Local police, Workhouse, National police and Scotland Yard Records
- Local newspapers
- National newspapers
- Census records
- Punch magazine (sarcastic/humorous magazine)
- Police illustrated news (humorous/critical of police)
- Memoirs of locals
- Photographs
- Remember Victorians had a thirst for learning about crimes and news would often be sensationalised with the intent of selling newspapers and magazines

- **What was it like to live in Whitechapel and how did this impact crime?**

Conditions (Alleys/Rookeries/Housing/Hygiene/Smog)

Segregation – rich & poor, 'locals' and immigrants

Overcrowding – housing/streets/lodging houses

Workhouses – purpose/conditions/jobs/south grove workhouse

Lodging houses- lodgers/conditions/how they made profit

Work (Docks/Navvies/Railways/Sweatshops/wages/unemployment)

Charity/Help (Soup Kitchens/ Dr. Barnardo- Orphanages/ Model Dwellings – George Peabody and the Peabody estate/Slum clearing/Parliament investigations and committees))

How did all these things impact on crime and the work of police?

- **Police organisation**

Work and responsibilities of H Division

Recruits – who was recruited into H Division?

How were the police viewed by the public? Why?

Role of Charles Warren

- **Difficulties in policing Whitechapel**

Immigration and racial tensions (Irish/Fenians/Dynamite Saturday/Socialists/Bloody Sunday/Anarchists/Eastern European Jewish Immigrants/Violence/Police attitudes/Competition for work)

Protection Rackets/gangs, Prostitution, Alcohol – Gin palaces/Opium dens, Attitudes towards the police

YEAR 10 HISTORY



- **Jack the Ripper murders and investigation techniques**

- Conflicting and competing police investigations – H Division/City of London Police/CID/Inspector Abberline/Charles Warren
- Police recruits
- Role of Charles Warren
- Investigation techniques (examples and criticisms – basic and ineffective)
- Lack of technology/blood hounds/police in disguise/post-Mortem's/interviewing witnesses/incentives for witnesses e.g. soup kitchens
- Difficulties/problems surrounding evidence - e.g. washing away important evidence
- Influence of the media and false evidence
- Whitechapel vigilance committee

The four time periods covered by the paper – the years and names

1000-1500 – Medieval Period – e.g. Norman Conquest, Later Medieval Period

1500-1700 – Early Modern Period – e.g. Tudors and Stuarts

1700-1900 – 18th & 19th Century – e.g. Victorians

1900-present – Modern Period – e.g. World Wars

Criminal activity and law enforcement 1000-Present

- Types of crime in each period
- Reasons for committing crime in each period
- Factors that influence crime and definitions of crime and change in definitions e.g. Religion/The Church, Travel, Science and Technology, Growth of towns and cities, attitudes in society, role of government.
- How theft has changed from 1000-present (consider how technology and shops have led to new types of theft and how the growth of towns and cities led to a growth in theft on a global scale due to technology, petty crimes such as pickpocketing, fraud as a new type of theft, copyright laws, car theft, use of credit cards, shop displays and advertising and new ways of committing theft e.g. online, phishing, online banking as opposed to local/door-to-door)
- How crimes against authority have changed through the periods e.g. gunpowder plot, reformation- heresy/treason/economic hardship- poaching, vagabondage/ the English Civil war/political instability
- How crimes have been viewed in each period – e.g. social crimes/capital crimes/moral crimes
- How smuggling has been viewed through the time periods, the nature of smuggling, how and why it was committed
- Factors that have helped and hindered law enforcement- e.g. difficulties catching smugglers, poachers and highway robbers
- Different methods of enforcing the law through the four periods and why stopping crimes such as smuggling have been continually difficult and how methods have developed to capture/stop criminals/make progress- e.g. attitudes, technology, gangs/organised crime, computers, airport customs, sharing information on national databases to catch criminals
- Case studies- Tolpuddle martyrs and their 'crimes', the rise and decline of Witchcraft and the influence of religion, Matthew Hopkins and the Enlightenment/Royal Society, Conscientious objectors- how they were treated, why they were treated this way and how this differed between WW1 and WW2.

YEAR 10 HISTORY



Punishments 1000-Present

- Types of punishment through each of the four periods- what stayed the same and what changed? What led to the change?
- How criminals have been treated through time and factors that influence treatment- e.g. Deterrence, Reform, Rehabilitation, Retribution – which period focused on which purpose of punishment?
- What led to changes in purpose of punishment through each period? e.g. Religion/The Church, Travel, Science and Technology, Growth of towns and cities, attitudes in society, role of government.
- End of public executions and the end of the death penalty
- Why public executions came to an end
- Why the death penalty came to an end and how this was a gradual process influenced by many factors e.g. the government, public attitudes, the role of individuals and controversial cases e.g. Derek Bentley

Purpose of prisons, conditions and treatment of prisoners:

- 1000-1500, 1500-1700, 1700-1900, 1900-Present
- Robert Peel and reform, John Howard and Elizabeth Fry
- Case Study: Pentonville Prison
- Understand and explain how prisons and the use of prisons has changed and explain any similarities between periods

Weimar and Nazi Germany

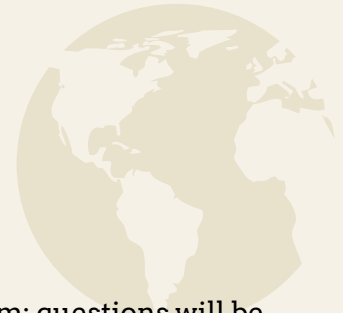
- The legacy of WW1, The German revolution 1918-19, Setting up the Weimar Republic
- The Weimar Constitution, The strengths and weaknesses of the Weimar Constitution – Coalition-proportional representation – Division and violence- Checks and balances – Central Gov – National Assembly
- Unpopularity of the Republic- The armistice - The Treaty of Versailles, 1919- The Diktat, War guilt – Dolchstoss – Lost land.
- The impact of the treaty on the Weimar Republic - November Criminals – Weimar linked to humiliation and weakness
- Challenges from the Left and Right – Spartacists and Freikorps

Please use the following to support your revision:

- All your lessons and resources from lessons on your class teams page
- Textbook pages from the core textbook are available on your class teams page
- Your exercise books and model answers that have been provided through the year so far
- <https://m.youtube.com/playlist?list=PLK-VUBYiIMe9dQjLrini0BvdhBWSMm5qw> - YouTube Videos on Crime and Punishment
- <https://www.bbc.co.uk/bitesize/topics/zpp3srd> - This is for a different exam board so the exam/writing technique/question style is not the same- however, there is a lot of similarity in content and you may find it helpful to revise some of the specified topics below
- https://m.youtube.com/playlist?list=PLK-VUBYiIMe85HlDoqFnevfC8CaLq_nGy YouTube videos on Weimar and Nazi Germany
- BBC Bitesize – The Weimar Republic - <https://www.bbc.co.uk/bitesize/guides/z9y64j6/revision/1>

Revise exam technique with past questions in timed conditions and revise structure – you will be provided with writing structures for each type of question before Easter.

YEAR 10 LANGUAGES



End-of-Year Exams

You are going to be assessed in all four skills for your end-of-year exam; questions will be focused on the topics you have covered so far but not exclusively. You will be entered into EITHER Foundation or Higher Tier for all exams (no mixing and matching). The maximum grade for Foundation Tier is 5. The maximum grade for Higher Tier is 9.

FOUNDATION TIER EXAMS

Listening paper	30 marks
Reading Paper	40 marks
Writing paper	60 marks
Speaking Paper	60 marks*

*The speaking exam will take place AFTER May Half term. Your teacher will confirm the dates with you nearer the time.

Listening and Reading Assessment

The listening and reading papers for both tiers will be a mixture of multiple choice questions, match up style questions and comprehension questions in English or in the foreign language. On the reading paper, there is also a translation from French / Spanish / German into English.

Writing Assessment

There are four elements to the foundation writing paper:

- Describing a photograph
- 40-word essay
- Five translations from English into Spanish / French / German
- 90-word essay

Speaking Assessment

You will be given a time and date by your teacher in advance. This will mark the start of your preparation time which will be 15 minutes long.

There are three elements to the speaking assessment

- A role play 1-2 mins
- A photocard 2 mins
- General conversation 3 mins

You will be given the role play and photocard in your 15-minute prep and can make as many notes as you like in that time. There will be two unseen questions from the photocard.

During the General Conversation you must ask your teacher at least one question.

YEAR 10 LANGUAGES



End-of-Year Exams

You are going to be assessed in all four skills for your end-of-year exam; questions will be focused on the topics you have covered so far but not exclusively. You will be entered into EITHER Foundation or Higher Tier for all exams (no mixing and matching). The maximum grade for Foundation Tier is 5. The maximum grade for Higher Tier is 9.

HIGHER TIER EXAMS

Listening paper	30 marks
Reading Paper	40 marks
Writing paper	60 marks
Speaking Paper	60 marks

Listening and Reading Assessment

The listening and reading papers for both tiers will be a mixture of multiple choice questions, match up style questions and comprehension questions in English or in the foreign language. On the reading paper, there is also a translation from French / Spanish / German into English.

Writing Assessment

There are three elements to the Higher writing paper:

- 90-word essay
- 150-word essay
- A paragraph to translate from English into Spanish / French / German

Speaking Assessment

You will be given a time and date by your teacher in advance. This will mark the start of your preparation time which will be 15 minutes long.

There are three elements to the speaking assessment

- A role play 1-2 mins
- A photocard 2-3 mins
- General conversation 5 mins

You will be given the role play and photocard in your 15-minute prep and can make as many notes as you like in that time. There will be two unseen questions from the photocard.

During the General Conversation you must ask your teacher at least one question.

YEAR 10 LANGUAGES



TIPS FOR REVISING FRENCH

Personalised Learning Checklist - what should I know for Year 10 mocks?

THEME 1 – IDENTITY AND CULTURE	GRAMMAR	TICK WHEN REVISED
Topic 1 – Me, my family and friends <ol style="list-style-type: none">1. Relationships with family and friends2. Marriage and partnership	Present tense Avoir / être Adjective agreements Reflexive verbs Possessive adjectives (mon, ma, mes)	
Topic 2 – Free-time activities <ol style="list-style-type: none">1. Music2. Cinema and TV3. Food and eating out4. Shopping	Perfect tense MRS VAN DER TRAMP verbs Questions words Future tense – aller + infinitive	
Topic 3 – Technology in everyday life <ol style="list-style-type: none">1. Social media2. Mobile technology	Using pouvoir, vouloir and devoir + infinitive Direct object pronouns (le, la, les)	
THEME 2 – LOCAL, NATIONAL & INTERNATIONAL AREAS OF INTEREST	GRAMMAR	
Topic 1 – House and home <ol style="list-style-type: none">1. Describing your home2. Describing where you live3. Talking about the amenities in your area4. Advantages and disadvantages of living in the town or countryside	Use of il y a Using prepositions to describe where things are Asking questions Negative phrases Position and agreement of adjectives	

YEAR 10 LANGUAGES



TIPS FOR REVISING GERMAN

Personalised Learning Checklist - what should I know for Year 10 mocks?

THEME 1 – IDENTITY AND CULTURE	GRAMMAR	TICK WHEN REVISED
Topic 1 – Me, my family and friends <ol style="list-style-type: none">1. Relationships with family and friends2. Marriage and partnership	Present tense (regular and irregular) Separable verbs Reflexive verbs	
Topic 2 – Free-time activities <ol style="list-style-type: none">1. Music2. Cinema and TV3. Food and eating out4. Shopping	Word order – Present tense TMP Adverbial phrases Perfect tense (haben/sein) Separable verbs in the perfect Future tense	
Topic 3 – Technology in everyday life <ol style="list-style-type: none">1. Social media2. Mobile technology	Preferences Conditional tense Imperfect tense	
Topic 4 – Traditions <ol style="list-style-type: none">1. Christmas2. Easter	Using the perfect tense to talk about what you have done	
THEME 2 – LOCAL, NATIONAL & INTERNATIONAL AREAS OF INTEREST Topic 1 – House and home <ol style="list-style-type: none">1. Describing your home2. Describing where you live3. Talking about the amenities in your area4. Advantages and disadvantages of living in the town or countryside	GRAMMAR Use of es gibt + accusative case Adjectives and agreements Word order Using mein / dein Using prepositions to say where things are	

YEAR 10 LANGUAGES

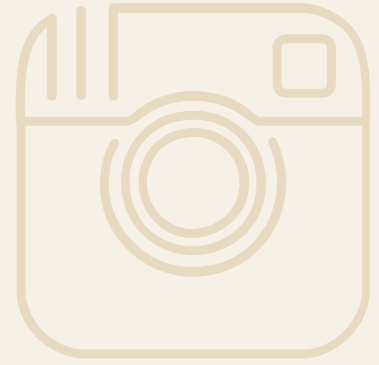


TIPS FOR REVISING SPANISH

Personalised Learning Checklist - what should I know for Year 10 mocks?

THEME 1 – IDENTITY AND CULTURE	GRAMMAR	TICK WHEN REVISIED
<p>Topic 1 – Me, my family and friends</p> <ol style="list-style-type: none"> 1. Relationships with family and friends 2. Future plans 3. Marriage and partnership 	<p>Present tense Ser/ estar Adjective agreement (regular and irregular) Reflexive verbs Immediate future Direct and Indirect Object pronouns</p>	
<p>Topic 2 – Technology in everyday life</p> <ol style="list-style-type: none"> 1. Social media 2. Mobile technology 	<p>Perfect tense Verbs with prepositions Question words Present continuous</p>	
<p>Topic 3 – Free-time activities</p> <ol style="list-style-type: none"> 1. Music 2. Cinema and TV 3. Food and eating out 4. Sports 	<p>Irregular present tense Boot shaped (radical changing) verbs Using 2 verbs together True Future tense (regular & irregular verbs) Adverbs</p>	
<p>Topic 4 – Customs and Festivals</p> <ol style="list-style-type: none"> 1. Spanish customs 2. Festivals in the Spanish Speaking world 	<p>Preterite (regular and irregular) Imperfect Using preterite and imperfect together</p>	
<p>THEME 2 – LOCAL, NATIONAL & INTERNATIONAL AREAS OF INTEREST</p> <p>Topic 1 – Home</p> <ol style="list-style-type: none"> 1. Describing your home 2. Describing where you live 3. Talking about the amenities in your area 4. Advantages and disadvantages of living in the town or countryside 	<p>GRAMMAR</p> <p>Prepositions to say where things are Quantifiers Formulating complex questions Using demonstrative pronouns Using possessive pronouns</p>	

YEAR 10 MEDIA STUDIES



TIPS FOR REVISING MEDIA

How many papers: 1
Length of paper: 70 minutes

Section A: Exploring Media Language and Representation (50 minutes)

This section will assess:

- **Media language:** You will be required to analyse the media language in one of the 8 print texts we have studied (15 marks – 15 minutes)
- **Representation:** You will be required to compare one of the 8 print texts we have studied to a text you have not seen before (25 marks - 35 minutes)

What to revise for paper 1

Section A Q1: media language

For this section need to revise the set texts This Girl Can, Quality Street, Spectre film poster, The Man with the Golden Gun film poster, GQ, Pride, *The Sun* front page and *The Guardian* front page. You will be asked to analyse the media language in one of these 8 texts for question 1. You should be prepared to demonstrate an understanding of how visual codes, technical codes and language codes are used to create meaning. Consider how producers create versions of reality, convey ideas or values, use genre conventions, and reflect the contexts in which the products were produced.

Example questions (you can use these to practise with any of the 8 set texts)

Explore how the producers of the [print text] create meaning through:

(a) Language [5] and (b) Genre conventions [10]

Explore how the producers of the [print text] create meaning through: (a) Images [5], (b) Language [5] and (c) Layout and design [5].

Explore how the film poster for The Man With The Golden Gun or Spectre uses codes and conventions. In your answer, you must analyse:

(a) character roles [5], (b) narrative [5] and (c) intertextuality [5].

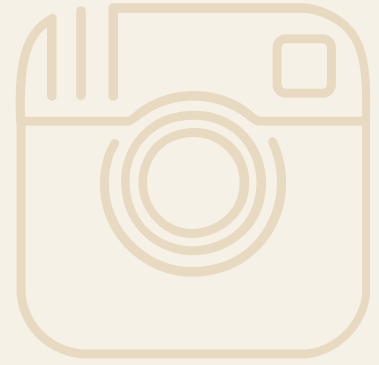
Section A Q2: representation

For this section you need to revise the context and the ways in which representations are constructed in one of the following: This Girl Can, Quality Street, Spectre film poster, The Man with the Golden Gun film poster, GQ, Pride, *The Sun* front page and *The Guardian* front page. You should practise comparing each text with another from the same genre. You should be prepared to demonstrate an understanding of how social groups (gender and ethnicity), ideas and reality are represented. You will need to demonstrate an understanding of how these representations reflect social, cultural and historical contexts. You could bring in theoretical perspectives such as Mulvey's male gaze.

Example questions:

- Compare how gender is represented in the set text and [unseen text]. [25]
- Compare how ethnicity is represented in the set and [unseen text]. [25]

YEAR 10 MEDIA STUDIES



TIPS FOR REVISING MEDIA

Section B: Exploring Media Industries and Audiences (20 minutes)

This section will assess:

- **Media Industries and Audiences:** You will answer a series of stepped questions on either the film industry (supported by examples from *Spectre*) or the newspaper industry (supported by examples from *The Sun*) (18 marks – 20 minutes)

Section B Q3: Industry/Audience

Spectre

For this section you need to revise the film industry and use supporting examples from the film *Spectre*, its marketing materials and/or its website. You should be prepared to demonstrate an understanding of: film production and distribution processes; ownership (conglomerates and vertical integration) and funding; regulation processes; marketing strategies and synergy; convergent media (website and social media use); and how the film industry operates to make a profit.

Example question:

1. Name the organisation that regulates films in Britain. [1]
2. 12 and 12A are examples of age certificates used in the UK. Give two other examples of age certificates used in the UK. [2]
3. Briefly explain the difference between the 12 and 12A age certificates. [2]
4. Explain why a film may be given a 12A or 12 certificate. Refer to *Spectre* to support your points. [12]

The Sun

You also need to revise *The Sun* and have a confident understanding of its target audience. You could be asked to demonstrate an understanding of: how audiences are categorised; how audiences are targeted by producers; how the content of the newspaper and its website appeals to its target audience; how audiences may interpret or respond to the paper; and the ways in which audience interpretations reflect social, cultural and historical circumstances.

Example question:

1. Name the organisation that owns *The Sun* newspaper. [1]
2. Give two examples of the ways *The Sun* earns revenue. [2]
3. Briefly explain why *The Sun* removed its online paywall in 2015. [2]
4. Explain how newspapers are trying to maintain their readership in an increasingly digital age. Refer to *The Sun* to support your points. [12]

YEAR 10 PHYSICAL EDUCATION

TIPS FOR REVISING PE



How many papers: 1
Length of paper: 90 minutes
Equipment required: Pen, pencil, ruler and calculator

Key topics for revision:

Topic 1: Anatomy and Physiology

1.1 The structure and functions of the musculoskeletal system

- 1.1.1-1.1.11

Topic 3: Physical Training

- 3.1 The relationship between health and fitness and the role that exercise plays in both
- 3.2 The components of fitness, benefits for sport and how fitness is measured and improved
- 3.3 The principles of training and their application to personal exercise/ training programmes
- 3.5 How to optimise training and prevent injury
- 3.6 Effective use of warm up and cool down

Useful resources and/or links for revision support

- Work booklets
(Topic 1 - Anatomy and Physiology and Topic 3 - Physical Training)
- Knowledge Organisers located at the back of each work booklet.
- REVISE Edexcel GCSE PE Revision Guide.
- REVISE Edexcel GCSE PE Revision Cards.

YEAR 10 PSYCHOLOGY

TIPS FOR REVISING PSYCHOLOGY



How many papers: 1
Length of paper: 1 hour and 30 minutes
Equipment required: None

Topic list for revision:

Memory

- Processes of memory: encoding (input) storage and retrieval (output)
- Structures of memory
- Memory as an active process

Research methods

- Formulation of testable hypotheses
- Types of variable
- Research procedures
- Sampling methods
- Designing research
- Correlations
- Planning and conducting research
- Ethical considerations
- Quantitative and qualitative data / Primary and secondary data
- Descriptive statistics
- Interpretation and display of quantitative data
- Normal distributions
- Computation

Development

- Early brain development
- Piaget's stage theory and the development of intelligence
- The role of Piaget's theory in education
- The effects of learning on development

Perception

- Sensation and perception
- Visual cues and constancies
- Visual illusions

Useful resources and/or links for revision support

- Knowledge Organisers
- PLCs
- Psychboost video sheet

MY HALF-TERM REVISION TIMETABLE

	9.00 - 10.00	10.15 - 11.15	11.15 - 12.15	1.15 - 2.15	2.15 - 3.15	3.30 - 4.30	8.00 - 9.00
MONDAY							
TUESDAY							
WEDNESDAY							
THURSDAY							
FRIDAY							
SATURDAY							
SUNDAY							

NOTES



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