

Year 10 Study

Skills Booklet



'For life, not school, we learn.'



Contents page

Message from Head of Year 10	3
Revision tips – Parent Guide	4
Study skills audit.	5
Study skills audit -more	6
Study hints and Shortcuts	7
More useful tips	8
Getting Ready for study	9
Learning Styles	10
Revision techniques	11
Highlighting	12
Mind Mapping	13
Taking Notes	14
Exam language	15
Revision tips – Student Guide	17
Copying, cheating and plagiarism	19
Timetable template	20
Night Before Exams and Tests	21

Message from Head of Year 10:

3

Welcome to Study Skills! Villiers has created this resource to support learners from Year 10 upwards in developing their skills to prepare them for GCSE's. This resource has been prepared so that you have all the right tools to enable you to have all the relevant techniques, methods, and ideas on how to revise for your upcoming assessments and throughout your time completing your GCSE's. Please do take advantage of the information in this booklet as it can give you the best opportunity to achieve the best you can.

Motivating yourself to revise is a tough thing to do, so we hope that by reading this study skills booklet you will pick up some tips which will help you study in a more effective way and increase the amount you learn.

Working through this booklet should enable you to:

- Identify what type of learner you are!
- What strategies suit your learning style?
- Draw up a revision timetable for your study day.
- Draw up a schedule for your revision sessions in school.
- Try out different study techniques at home.
- Organize yourself with the right resources.
- Produce a mind map (spidergram) to help with summarizing notes.
- Use your memory more effectively.
- Create different mnemonics to help you learn.
- Check out new websites which help you revise.

Remember also that everyone is on your side. If you need help with studying, ask a teacher, ask your friends or your parents.

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

Mr. I Singh



REVISION TIPS – PARENT GUIDE

4 Exams represent a major coming of age milestone for thousands of fifteen -16-year-olds across the UK every year. For many, GCSEs are the final path to their first career. For others, the exams are a steppingstone to an exploration of a brand-new sphere of learning. For parents though, exams can be complex, confusing, and outright daunting. Many parents in the UK have no idea how to help their child with revision or have very little insight into the examinations.

- Help your child understand the big reason for doing their studies.
- If they know the BIG reason it can be very motivating and can help to create good habits. e.g., “You are doing exams to help you get to the career you want or the University or College course that you want to do.” “You are doing Maths to help you in later life when you need to do use it in everyday tasks like business accounts or online banking.” “These are all things I’ve had to do at work.”
- Encourage them not to use lined paper but use plain paper – it helps as they can use it to do mind-mapping and ‘spider-graphs,’ etc.
- Find out what works best for them – what keeps them motivated and engaged? Try different strategies. You will find a combination that works.
- They can read their textbooks and notes and make them into audio files on their phones, then when you are travelling or away from a desk/home they can use them to remind them about facts and re-write and use the info to revise.
- Encourage them to talk to their positive friends, the friends that will keep them going and on task. A good positive chat is so helpful.
- Revision, rest, and recreation all go together.
- Fifteen minutes focused study followed by a five-minute break is better than 1 hour staring into space. Find the best timings to suit their brains. Use kitchen timers or countdown apps to time their study times.
- The best revision is the revision that was started weeks or months ago, the next best is the one that is started now.
- We all have 86,400 seconds a day, no matter who we are, it is all about how we use that time in the run up to exams.

“Working hard is important but there is something that matters even more: believing in yourself” Harry Potter – spoken in the film “The Order of The Phoenix.”



5

Study skills audit.

Let us consider study strengths in more detail. Try to be honest with yourself when completing the following study skills audit. (Some skills might be less relevant for some subjects.)

Study skills	I find this difficult	I am ok with this but could improve in this area	I do this well
In class			
I can understand the information presented in class			
I take effective notes in class			
I focus and stay on task in class			
I ask when there is something I do not understand			
I contribute to class			
I carry out practical tasks competently and accurately			
Organization			
I know what assignments, exams and deadlines are approaching			
I organize my notes and resources effectively			
I hand in assignments on time			
I manage my time well, not leaving tasks until the last minute			
I prioritize the most important / urgent tasks			



6

Study skills audit -more.

Let us consider study strengths in more detail. Try to be honest with yourself when completing the following study skills audit. (Some skills might be less relevant for some subjects.)

<i>Study skills</i>	<i>I find this difficult</i>	<i>I am ok with this but could improve in this area</i>	<i>I do this well</i>
<i>Research</i>			
I know where and how to find research and resources relevant to the assignments			
I make notes effectively when researching a topic			
I focus and concentrate when working independently			
I work with others effectively			
<i>Exams and revision</i>			
I prioritize which topics I need to revise			
I use effective revision strategies			
I manage exam stress effectively			
I manage my time well in exams			
<i>Support</i>			
I respond well to constructive criticism from tutors / peers			
I use feedback from tutors to improve future assignments			
I know where to seek support if I am finding an aspect of studying difficult			

STUDY HINTS AND SHORTCUTS

7

Everyone hates revision. It is something that many pupils put off for as long as possible. These results in feeling of guilt, panic, and the cry, "There's not enough

time. I wish I had started my revision sooner."

The only solution is good planning and time management. This helps you to feel in control.

Revision will only be possible if you good notes and the necessary books. Before

you can even plan what you need to revise it is important to check that you have everything you need. If you have behind with your notes, lost your notes or have difficulty reading your notes, you must beg, borrow, or photocopy someone else's. Your notes need to be:

- Arranged systematically.
- In a separate file for each subject
- Labelled clearly with dividers.

What to Revise

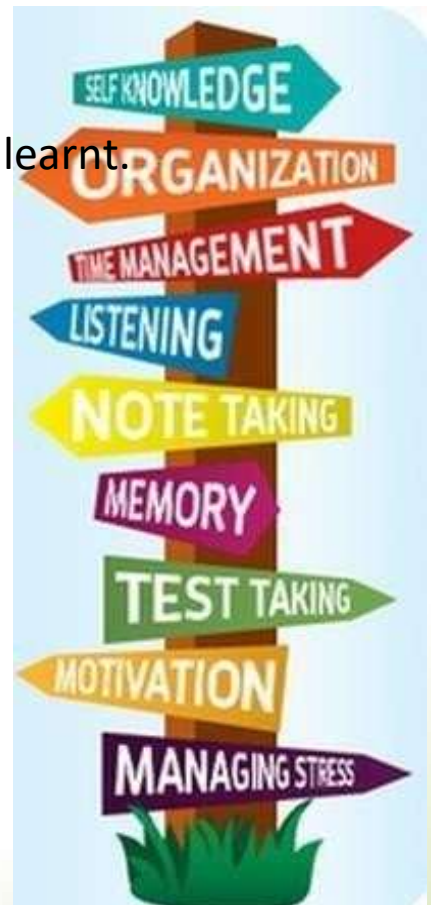
- 1) Write down carefully what your teachers tell you to revise.
- 2) If they tell you to revise anything, ask them to suggest what is most important.
- 3) Decide what you know least about or find difficult. Do that first.
- 4) Make sure you do not give more time to your favorite subjects whilst neglecting those you hate.
- 5) Plan a week's revision on a blank timetable, and then you can see if you have included. all subjects.

Prioritize

- List the topics to be revised for each subject, in your study booklet.
- Rearrange the list of topics into order of importance.
- Do not waste time revising topics that you know well.
- Cross the weeks off to monitor the passing of time.

More useful tips:

1. Schedule regular study periods.
2. Be realistic with what you hope to achieve in each study session.
3. Establish a regular study area at home e.g., desk, quiet area.
4. Study short and often.
5. Start study sessions on time.
6. Study when you are wide awake (early mornings always best).
7. Set a specific goal for each subject you study – “by the end of this study session, I hope to have learnt..... in Geography.”
8. Study your most difficult subjects first.
9. Make summary notes on what you have learnt.



Getting Ready for study

- Have a minimum of 8 hours of sleep every night.
- Have a healthy breakfast.
- Study at the same time each day.
- Switch off any distractions.
- Complete five minutes of warm up exercise.
- Complete one minute of calm breathing.
- Study in 15 minutes chunks (15 minutes study/5-minutebreak).
- Eat small amounts of dark chocolate/berries/peppermint to stay alert.
- Use music to block out distractions.
- Reflect on what you have learned at the end of therevisionsession.












Learning Styles:

What type of learner are you?

We are all different, therefore it should not come as a surprise that we also have our own, unique way of learning. Knowing how you retain information best will make you more productive and help you get more enjoyment out of any course.

THE TYPES OF LEARNERS

<p>visual learner</p>  <p>learn what they see</p>	<p>kinesthetic learner</p>  <p>learn what they do</p>	<p>auditory learner</p>  <p>learn what they hear</p>
<p>stress learner</p>  <p>learn what stresses them</p>	<p>ease learner</p>  <p>learn what relaxes them</p>	<p>scribble learner</p>  <p>learn what they write out</p>
<p>trust learner</p>  <p>learn from authority</p>	<p>teach learner</p>  <p>learn by teaching</p>	<p>copy learner</p>  <p>learn what they can copy</p>

Revision techniques

- Condensed notes – using A4 paper.
- Use of cooler and highlighters
- Mind maps, flow charts and spider diagrams.
- Learning posters with all information of them
- Summary tables or grids
- Prompt cards.
- Create a book of facts (one for each subject)
- Diagrams and drawings
- Mnemonics
- Reading from a different text
- Self-testing – written questions that can be used again (try Cornell notes with questions in the margin). Teach someone else the subject!

Flashcards

Flashcards are an extremely effective revision technique with multiple uses. Just creating flashcards can help you retain that information and then you can use them time and time again!

Use them for quizzes:

- Write a question on one side of the flashcard and the answer on the other. You can test yourself or do it with somebody else!

Make them yours:

- Use pictures, diagrams, color - even highlight them. They are for your revision, so make them something that works for you.

Create sets:

- Flashcards are perfect for each topic to create sets of flashcards



Highlighting

Highlighting text may be something you do often, but highlighting as a revision

technique requires a few top tips to be as effective as possible. Next time you pick up the highlighter keep these tips in mind.

Try to avoid highlighting everything: Read the whole text once before you pick up the highlighter. By reading it multiple times you know what matters the most and can highlight accordingly.

Try color coding: Color code you are highlighting by using different colors for different things. You can create a key in the corner of your page, so you know what each color is for.

Key words: Pick out key words that will trigger your memory. **Main ideas:** Include the main ideas from each section! **Vocabulary:** Make sure you note the definitions of new or difficult words. **Examples:** Write down your own examples that link to the text. **Tailor it to you:** Add pictures or diagrams, use color - these notes are for you!



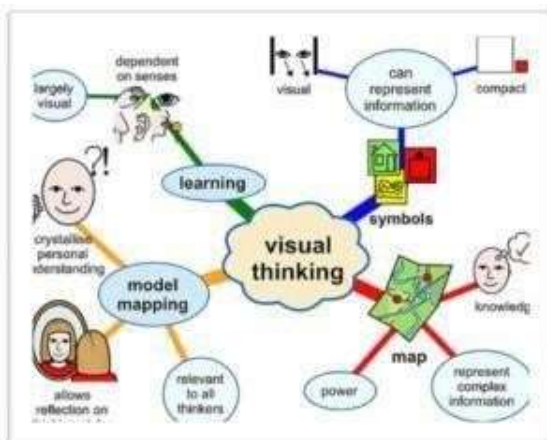
Mind Mapping:

Here is how to mind map in five easy steps:

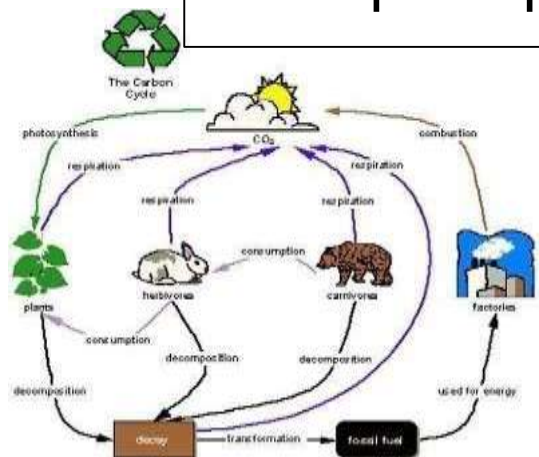
- 1 Choose the topic of the mind map and place it in the middle of the drawing.
- 2 Come up with three to five main ideas, then evenly space them in a circular formation around the mind map topic.
- 3 Draw a line from the mind map topic to each main idea.
- 4 Brainstorm supporting details such as ideas, tasks, and questions for each main idea.
- 5 Draw lines connecting each main idea to its supporting details.

Mind maps are useful for overall topics, whereas concept mappings more specific

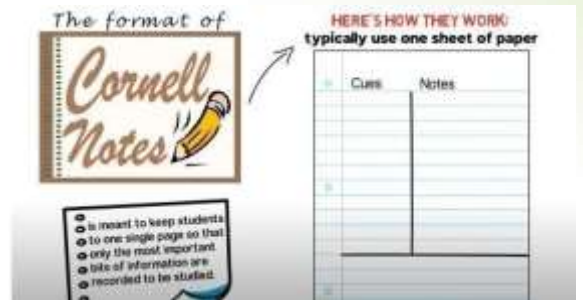
Mind Map



Concept Map



Taking Notes:



This is deemed the best notetaking in the world and helps with storing information in your long-term memory.

- You will need to store a vast amount of knowledge in your Long-Term Memory.
- Your Working Memory is small (5 to 7 things), while your Long-Term Memory is vast.
- You need to organize the information into schema to access or recall it.
- You need to adopt a systematic approach to learning, leaving it chance.

TOPIC	DATE
CUES	NOTES
WRITTEN AFTER CLASS	TAKEN DURING CLASS LECTURE OR DURING TEXTBOOK READING
MAIN IDEAS	• MAIN POINTS
VOCABULARY	• PARAPHRASE
QUESTIONS ANSWERED BY NOTES	• BULLET POINTS
	• OUTLINES
	• CHARTS/DIAGRAMS
BRIEF SUMMARY OF NOTES HIGHLIGHTING MAIN IDEAS	SUMMARY WRITTEN AFTER CLASS

After class

Highlighting:

Highlight important information.

Cues and questions:


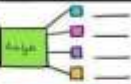
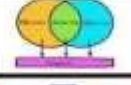
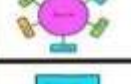
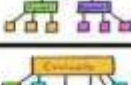



Create a few hints to remind you of the content.

Summary: Make a summary of what you learned that lesson

Exam Language:

Each subject will have a specific exam language informing you what you are supposed to do, make sure you know what they are (some key exam words below).

EXAM COMMAND WORDS on Impact Wales Guide

 Analyse	Break down into its fundamental parts and examine each in detail, stating its significance.		Key point 1 this shows/operates/gives/illustrates. Name and describe each key point.
Compare	Identify differences and similarities between two or more sources of evidence.		however, whereas, larger than, greater, smaller, more than....
Describe	Write about the features of a source of evidence using factual details.		patterns, trends, characteristics, distributions, effects, relationships
Discuss	Build up a balanced argument with supporting details.		fact... this is supported by shown by, you can see that, exemplified by, an example of this is...
Evaluate	Make a judgement about or give an opinion on a source of evidence, backed up by supporting details.		This shows that... I believe that... In my opinion... The evidence shows us that...
Explain	Give reasons or causes for. Show an understanding of how or why something has occurred.		This happened and this shows... causes a reaction... shows how it can/will
Summarise	Draw your key ideas and key points on a source of evidence together in one short section of writing.		Must be: concise, accurate, objective Condenses information into key points

Ask your subject teachers and Heads of Departments about the last set of assessments:

- What were the common mistakes/misunderstandings?
- What key tips could they give?
- How can you as students break these down?
- Is there anything Subject specific?

Exam Language:

Apply	Link existing knowledge to a new situation or example.
Analyze	Break the subject down into separate parts and examine each. Show how ideas are related and why they are important.
Compare	Examine the subjects in detail, considering similarities and differences.
Critically Compare	Compare and consider the positive aspects and limitations of the subject.
Consider	Think carefully and write about the subject from different perspectives.
Demonstrate	Show an understanding by describing, explaining, or illustrating using examples.
Describe	Write about the subject giving detailed information in a logical way.
Develop	Expand a plan or idea by adding more detail or depth of information.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Evaluate	Examine strengths, weaknesses, arguments for and against, similarities and differences. Judge evidence from different perspectives and make a valid conclusion or reasoned judgement.
Explain	Provide detailed information about the subject with reasons or examples showing how or why.
Identify	Recognize and name the main points.
Implement	Explain how to put an idea or plan into action.
Plan	Think about and organize information in a sensible way.
Show	Give evidence to demonstrate knowledge and understanding.
Summarize	Give the main ideas or facts in a concise way.



REVISION TIPS – STUDENT GUIDE

It is exam time. You have studied hard and, naturally, you want to do well. Our top eight revision tips can help you stay calm and focused during your exams.

1. Start early.

Starting your revision early means you can spread it out and avoid last-minute panic. Aim to start revising in the mornings when your brain is fresher. Sometimes, revising later is unavoidable, but try to limit late night sessions. You cannot revise successfully in a rush, so avoid last-minute cramming during all-nighters in your room or the library. But if you have left it to the last minute, try to focus on the subjects you think will come up on the exam.

Once you know what to revise for the exam, make a revision timetable to plan your sessions using a digital or paper diary. Avoid the temptation to jump straight into your revision without one. Planning does take time, but it will save you hours of figuring out what to revise each day. Include lots of detail in your plan like relevant readings or lesson notes. Block out time for socializing, exercising and other breaks. Stick to your timetable as best as you can.

2. Find out the exam format.

Make sure you understand the exam format and scope, so you know what to revise. Look over your syllabus and decide your approach. For essay-based exams, you do not need to cover the whole syllabus. It can be more effective to learn a little content in more detail. Short answer-based exams need a broader, less detailed understanding of the material.

3. Find a revision method that works for you.

Revision techniques include flash cards, past papers, mind maps, group work and recording yourself talking then playing it back. Finding what works for you involves trial and error. Bear in mind that what works well for one exam might not work for another. Starting your revision early gives you time to find out the best revision methods for you.

4. Test yourself.

Time spent testing yourself pays off, so produce questions to test your knowledge. Make sure you understand what you are revising by thinking it through, rather than learning by mechanical repetition. Ask your friends and family to test you too.

5. Teach someone else.

Explaining what you have learned to someone else is a great way to be sure you understand the topic. It will also help you remember information and identify any areas you do not fully understand.

6. Space out your revision and take breaks.

Memorizing information takes time – you cannot cram it all in at the eleventh hour and expect it to stay there. Give yourself the best chance of success by staggering your revision – five hours of revision over five days is better than five hours in one day.

Stepping away from your revision for a short period of time helps your brain process and cement information and improves your ability to remember it. Do some stretching, go for a walk, have a cup of tea – whatever gets you away from your study space for a little while.

7. Look after yourself.

Make sure you sleep and eat well, get some exercise, and reward yourself.

- **Get a good night's sleep.** A good night's sleep means your brain functions properly and can recall information. Sleep well to keep your brain healthy and to remember what you have revised. Getting to sleep at a reasonable time means you will wake up earlier and fit in more revision during the day.
- **Eat well.** You might be tempted to save time when revising by surviving on quick food. Eating things like pizzas and guzzling coffee may be time efficient but it will not result in effective revision. Eating a healthy, balanced diet and drinking water will leave you feeling more energetic and focused. Try batch cooking to save time (and money).
- **Move your body.** Exercise gets the blood flowing and sends more oxygen to your brain, so it will function better. Anything to get your brain working well will help you during revision and exams. Exercise is also a nice break from studying. Win-win.
- **Reward yourself.** A reward at the end of a long day of revision is something you can look forward to while you are hitting the books. It could be anything from an episode of your favorite TV show to a phone call with a friend. Set a time to reward yourself, and do not stop revising until then. You could also plan a big reward for when exams are over.

8. Stay calm and positive.

The most important thing to remember during the revision process is to stay calm and positive. Had a bad day? Try not to let it affect how you revise the next day. While exams are important, they are not the be all and end all of your education. Try not to stress too much about them.

There is no perfect formula for exam success, and you might find only some of our tips are right for you. The key is to work out how you revise most effectively and stick to that as best you can. When it comes to revision, you get out what you put in.

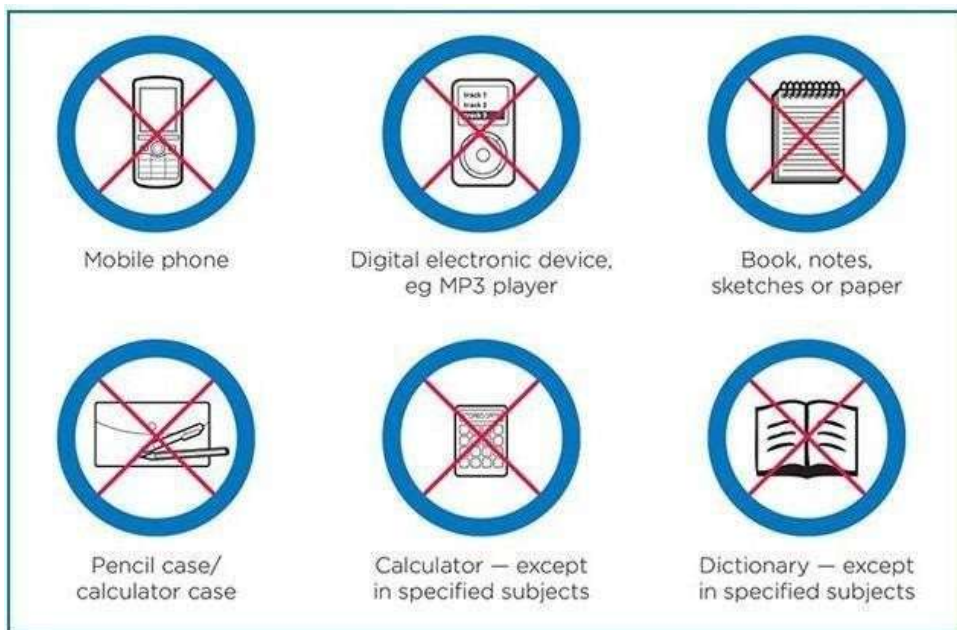
Copying, cheating and plagiarism

What do you think counts as cheating, copying or plagiarism in academic contexts?

Copying, cheating and plagiarism

Cheating and copying others' work (plagiarism) is a very seriously in academic contexts. If accused of plagiarism, you might lose marks, required to re-do an assignment, or be excluded altogether from the module or course. Cheating can take manyforms and includes:

- Copying parts of another student's assignment
- Copying from another student in an exam
- Accessing or taking prohibited materials into an exam
- Copying directly from a book, article or website in an assignment and not referencing this
- Asking someone else to do the work for you.
- Passing off somebody else's work as your own
- Changing a few words or rearranging the sentences and then passing work off as yourown



Timetable template -

Revision Plan	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
3:55 – 4:30						9:00 – 10:00	
4:30 – 5:00						10:00 – 11:00	
5:00 - 5:30						11:00 – 12:00	
5:30 – 6:00						12:00 – 1:00	
6:00 – 6:30						1:00 – 2:00	
6:30 – 7:00						2:00 – 3:00	
7:00 – 7:30						3:00 – 4:00	
7:30 – 8:00						4:00 – 5:00	
8:00 – 8:30						5:00 – 6:00	

Revision Plan Tips

Prioritize your tasks:

What's most important? What needs completing first?

Plan some breaks and be realistic:

Don't work for more than 1 hour straight and plan 5-10 min breaks.

Show someone your revision plan:

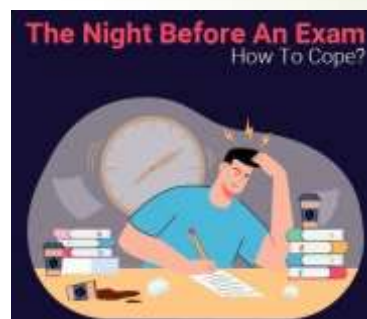
Studies show you're more likely to stick to it if you do!

Plan and note how you will revise:

- Flash cards
- Online quiz
- With a friend
- Recreate notes into a spider diagram
- Try teaching it at home
- Diagrams
- Categorize
- Write a synopsis
- Create questions you may be asked
- Past papers

Remember: it's worth it!

Night Before Exams and Tests



- Do some **last-minute** recap using **flashcards or practice questions**.
- Go over **command word meanings and structures** for essays etc. so that you know how to approach certain question types.
- Make sure your **bag is packed and you have everything you will need- pens, rulers, calculators, highlighters etc.**
- If it is an exam remember your candidate number, stationary that you will need and anything else like water etc.
- Try to **go to sleep early and make sure you set an alarm** to avoid extra stress in the morning.
- **Do not study after 10pm**, if you do not know it by then you will not learn it before the next day.
- **Eat breakfast in the morning** so you have energy and will not be distracted by hunger.

Last Minute Panic

- **Leaving studying to the last minute should be avoided** under all circumstances but if that is the situation you find yourself in here are some tips. **Focus on perfecting what you already know**, not trying to learn what you find difficult and do not already have a basic idea of. You are better knowing how to do some things well than lots of things not very well.
- **Try to fit in some practice questions either exam level or textbook questions** so that you know what you could potentially be asked, if all else fails and you are tight for time try to read some practice questions and answer in your head, make notes on post it notes or on paper.
- There are flashcards made by other students available online but there is no guarantee that these are reliable and ideally should not be used to study but they can be used for last minute studying if needed especially before bed.
- Try to **utilize all the time you have available but finish at a reasonable time with a quick recap** of what you studied before bed as the **information is circulating your brain while you are asleep** giving you a higher chance of remembering it.
- **Do not stay up too late, sleep is important, and you will perform worse if you are tired.** Try and accept that you will not do as well as you hoped but make plans for how you are going to improve, if you had exceptional circumstances that prevented you from studying try talking to your teacher about an extension or something similar.

REVISION TOPICS INDEX

1. *Art*
2. *Computer Science*
3. *Drama*
4. *English*
5. *French*
6. *Geography*
7. *History*
8. *Mathematics*
9. *Music*
10. *Religious Education*
11. *Science*
12. *Spanish*



Subject: Computer Science

Year Group: 10

Assessment Period: 17-26 June 2024

Topics to be assessed:

Topic	Description	Resources	Most recommended study skill
1.1 Architecture of the CPU, CPU performance , Embedded systems	The purpose of the CPU, the fetch-execute cycle, Common CPU components and their function e.g. ALU (Arithmetic Logic Unit), CU (Control Unit), Cache, Registers, Von Neumann architecture, MAR (Memory Address Register), MDR (Memory Data Register), Program Counter, how common characteristics of CPUs affect their performance, The purpose and characteristics of embedded systems, examples of embedded systems	Using material posted on Google Classroom Using Craig N Dave online video library https://student.craigndave.org/videos/slr1-1-systems-architecture Using Isaac Computing booklet https://drive.google.com/file/d/1VdGERVeGKwi3YZ5-8KITNA1EBZXnDrzN/view?usp=sharing	Using class notes Using resources posted on Google classroom Creating your own flash cards with questions/answers or keywords/definitions Creating mind maps, concept maps
1.2.1, 1.2.2 – Memory and storage, Primary storage and secondary storage	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, the need for secondary storage, common types of storage e.g. 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 e.g. capacity, speed, reliability, durability, portability, cost	Using material posted on Google Classroom Using Craig N Dave videos https://student.craigndave.org/videos/cr-gcse-j277-slr-1-2-the-need-for-primary-storage https://student.craigndave.org/videos/cr-gcse-j277-slr-1-2-ram-rom https://student.craigndave.org/videos/cr-gcse-j277-slr-1-2-virtual-memory https://student.craigndave.org/videos/cr-gcse-j277-slr-1-2-the-need-for-secondary-storage	Same as above

		https://student.craigndave.org/videos/ocr-gcse-j277-sl-1-2-common-types-of-storage	
1.2.3 Units of data	<p>The units of data storage: Bit, Nibble (4 bits), Byte (8 bits), Kilobyte (1,000 bytes or 1 KB), Megabyte (1,000 KB), Gigabyte (1,000 MB), Terabyte (1,000 GB), Petabyte (1,000 TB), how data needs to be converted into a binary format to be processed by a computer, data capacity and calculation of data capacity requirements</p>	<p>Using material posted on Google Classroom</p> <p>Using Craig N Dave videos https://student.craigndave.org/videos/ocr-gcse-j277-sl-1-2-the-units-of-data-storage</p> <p>https://student.craigndave.org/videos/ocr-gcse-j277-sl-1-2-how-data-needs-to-be-converted-into-binary-to-be-processed-by-a-computer</p> <p>https://student.craigndave.org/videos/ocr-gcse-j277-sl-1-2-data-capacity-and-calculation-of-data-capacity-requirements</p>	Same as first row
1.2.4 Data storage- Numbers, Characters, Images, Sound and compression	<p>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 8 bits) 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; the use of binary codes to represent characters, the term 'character set', the relationship between the number of bits per character in a character set, and the number of characters which can be</p>	<p>Using material posted on Google Classroom</p> <p>Using Craig N Dave videos https://student.craigndave.org/videos/ocr-gcse-j277-sl-1-2-converting-between-denary-and-8-bit-binary</p> <p>https://student.craigndave.org/videos/ocr-gcse-j277-sl-1-2-adding-two-8-bit-binary-integers</p> <p>https://student.craigndave.org/videos/ocr-gcse-j277-sl-1-2-converting-between-denary-and-2-digit-hexadecimal</p> <p>https://student.craigndave.org/videos/ocr-gcse-j277-sl-1-2-binary-shifts</p>	Same as first row

	<p>represented, e.g.: ASCII, Unicode; how an image is represented as a series of pixels, represented in binary, what is Metadata, what are the effects of colour depth and resolution on: the quality of the image, the size of an image file; how sound can be sampled and stored in digital form, the effect of sample rate, duration and bit depth on: the playback quality, the size of a sound file; the need for compression, and types of compression i.e. lossy and lossless</p>	<p>https://student.craigndave.org/videos/ocr-gcse-j277-sl-1-2-representing-characters-and-character-sets</p> <p>https://student.craigndave.org/videos/ocr-gcse-j277-sl-1-2-representing-images</p> <p>https://student.craigndave.org/videos/ocr-gcse-j277-sl-1-2-representing-sound</p> <p>https://student.craigndave.org/videos/ocr-gcse-j277-sl-1-2-compression</p>	
<p>1.3.1 Networks and topologies</p>	<p>Types of network: LAN (Local Area Network), WAN (Wide Area Network), factors that affect the performance of networks, the different roles of computers in a client-server and a peer-to-peer network, the hardware needed to connect stand-alone computers into a Local Area Network: wireless access points, routers, switches, NIC (Network Interface Controller/Card), Transmission media, the Internet as a worldwide collection of computer networks: DNS (Domain Name Server), Hosting, the Cloud, Web servers and clients “ Star and Mesh network topologies; modes of connection: Wired, Ethernet, Wireless, Wi-Fi, Bluetooth, Encryption, IP addressing and MAC</p>	<p>Using Craig N Dave videos library</p> <p>https://student.craigndave.org/videos/slr1-3-computer-networks-connections-and-protocols</p>	<p>Same as first row</p>

	<p>represented, e.g.: ASCII, Unicode; how an image is represented as a series of pixels, represented in binary, what is Metadata, what are the effects of colour depth and resolution on: the quality of the image, the size of an image file; how sound can be sampled and stored in digital form, the effect of sample rate, duration and bit depth on: the playback quality, the size of a sound file; the need for compression, and types of compression i.e. lossy and lossless</p>	<p>https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-representing-characters-and-character-sets</p> <p>https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-representing-images</p> <p>https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-representing-sound</p> <p>https://student.craigndave.org/videos/ocr-gcse-j277-slr-1-2-compression</p>	
<p>1.3.1 Networks and topologies</p>	<p>Types of network: LAN (Local Area Network), WAN (Wide Area Network), factors that affect the performance of networks, the different roles of computers in a client-server and a peer-to-peer network, the hardware needed to connect stand-alone computers into a Local Area Network: wireless access points, routers, switches, NIC (Network Interface Controller/Card), Transmission media, the Internet as a worldwide collection of computer networks: DNS (Domain Name Server), Hosting, the Cloud, Web servers and clients " Star and Mesh network topologies; modes of connection: Wired, Ethernet, Wireless, Wi-Fi, Bluetooth, Encryption, IP addressing and MAC</p>	<p>Using Craig N Dave videos library</p> <p>https://student.craigndave.org/videos/slr1-3-computer-networks-connections-and-protocols</p>	<p>Same as first row</p>

	<p>addressing, Standards, common protocols including: TCP/IP (Transmission Control Protocol/Internet Protocol), HTTP (Hyper Text Transfer Protocol), HTTPS (Hyper Text Transfer Protocol Secure), FTP (File Transfer Protocol), POP (Post Office Protocol), IMAP (Internet Message Access Protocol), SMTP (Simple Mail Transfer Protocol), the concept of layers</p>		
<p>1.4 – Network security</p>	<p>Forms of attack: Malware, Social engineering, e.g. phishing, people as the ‘weak point’, Brute-force attacks, Denial of service attacks, Data interception and theft, The concept of SQL injection Common prevention methods: Penetration testing, Anti-malware software, Firewalls, User access levels, Passwords, Encryption, Physical security</p>	<p>Using Craig N Dave Videos library https://student.craigndave.org/videos/slr1-4-network-security</p>	<p>Same as first row</p>

Subject: Maths

Year Group: Year 10

Assessment Period: Summer 2024 **Non Calculator and Calculator Paper** Topics to be assessed: **Foundation**

Topic/Description			Resources	Most recommended study skill
<p>Unit 1 Number 1a. Integers and place value 1b. Decimals 1c. Indices, powers and roots 1d. Factors, multiples and primes</p> <p>Unit 2 Algebra 2a. Algebra: The basics 2b. Expanding and factorising single brackets 2c. Expressions and substitution into formulae</p>	<p>Unit 3 Graphs, tables, and Charts 3a. Tables 3b. Charts and graphs 3c. Pie charts 3d. Scatter graphs</p> <p>Unit 4 Fractions and Percentages 4a. Fractions 4b. Fractions, decimals and percentages 4c. Percentages</p>	<p>Unit 5 Equations, Inequalities and Sequences 5a. Equations 5b. Inequalities 5c. Sequences</p> <p>Unit 6 Angles 6a. Properties of shapes, parallel lines and angle facts 6b. Interior and exterior angles of polygons</p> <p>Unit 7 Averages and Range 7a. Statistics and sampling 7b. The averages</p>	<p>MathsWatch</p> <p>Maths Genie https://www.mathsgenie.co.uk/gcs/e.html</p> <p>Corbettmaths https://corbettmaths.com/content/s/</p> <p>Dr Frost Maths https://www.drfrost.org/courses.php?coid=13</p> <p>onmaths Mock Exams</p>	<p>Active learning Spaced repetition Retrieval practice Application to problem solving</p>
<p>Unit 8 Perimeter, Area and Volume 8a. Perimeter and area 8b. 3D forms and volume Unit 9 Graphs 9a. Real-life graphs 9b. Straight-line graphs</p>	<p>2. Growth and decay 3. Compound measures 4. Distance, speed and time 5. Direct and inverse proportion</p> <p>Unit 15 Constructions, Loci and bearings 15a. Plans and elevations</p>	<p>Unit 14 Multiplicative Reasoning Distance speed time Pressure force area Density mass volume Percentages</p> <p>Unit 18 Fractions Indices and Standard form</p>		

Unit 10 Transformations

10a. Transformations I: translations, rotations and reflections
 10b. Transformations II: enlargements and combinations

Unit 11 Ratio and Proportions
 11a. Ratio
 11b. Proportion

2. Trigonometry: the sine ratio 1
3. Trigonometry: the cosine ratio
4. Trigonometry: the tangent ratio
5. Finding lengths and angles using trigonometry

Unit 12 Right Angles triangles

1. Pythagoras' theorem 1

15b. Constructions, loci and bearings

Unit 16 Quadratic Equations and Graphs

16a. Quadratic equations: expanding and factorising
 16b. Quadratic equations: graphs

Unit 17 Perimeter, Area and Volume 2

1. Circumference of a circle 1
2. Circumference of a circle 2
3. Area of a circle
4. Semicircles and sectors
5. Composite 2D shapes and cylinders
6. Pyramids and cones

1. Multiplying and Dividing fractions

2. The laws of indices
3. Writing large numbers in standard form
4. Writing small numbers in standard form
5. Calculating with standard form

Unit 19 Congruence, Similarity and Vectors

1. Similarity and enlargement
2. More similarity
3. Using similarity
4. Congruence
5. Simple Vectors

Unit 20 More Algebra

1. Graphs of cubic and reciprocal functions
2. Non-linear graphs
3. Solving simultaneous equations graphically
4. Solving simultaneous equations algebraically
5. Rearranging formulae
6. Proof

Subject: Maths

Year Group: Year 10

Assessment Period: Summer 2024 **Non-Calculator and Calculator paper** Topics to be assessed: **Higher.**

Topic/Description			Resources
<p>Unit 1 Number</p> <p>1a. Calculations, checking and rounding</p> <p>1b. Indices, roots, reciprocals, and hierarchy of operations</p> <p>1c. Factors, multiples, primes</p> <p>1d. Standard form and surds</p> <p>Unit 2 Algebra</p> <p>2a. Algebra: the basics</p> <p>2b. Setting up, rearranging, and solving equations</p> <p>2c. Sequences</p> <p>Unit 3</p> <p>Interpreting and Representing data</p> <p>3a. Averages and range</p> <p>3b. Representing and interpreting data</p> <p>3c. Scatter graphs</p> <p>Unit 4 Fractions, Ratio and Percentages</p> <p>4a. Fractions</p>	<p>Unit 9 Equations and Inequalities</p> <p>9a. Solving quadratic and simultaneous equations</p> <p>9b. Inequalities</p> <p>Unit 10 Probability</p> <ol style="list-style-type: none"> 1. Combined events 2. Mutually exclusive events 3. Experimental probability 4. Independent events and tree diagrams 5. Conditional probability 6. Venn diagrams and set notation <p>Unit 11 Multiplicative Reasoning</p> <ol style="list-style-type: none"> 1. Growth and decay 2. Compound measures 3. More compound measures 4. Ratio and proportion <p>Unit 12 Similarity and Congruence</p> <ol style="list-style-type: none"> 1. Congruence 	<p>Unit 15 Equations and graphs</p> <p>15a. Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics</p> <ol style="list-style-type: none"> 1. Solving simultaneous equations graphically 2. Representing inequalities graphically 3. Graphs of quadratic functions 4. Solving quadratic equations graphically 5. Graphs of cubic functions <p>Unit 16 Circle</p> <p>Theorem 16a. Circle</p> <p>Theorems 16b. Circle</p> <p>Geometry</p> <p>Unit 17 More Algebra</p> <ol style="list-style-type: none"> 1. Rearranging complex formulae 2. Algebraic fractions 	<p>MathsWatch</p> <p>Maths Genie https://www.mathsgenie.co.uk/gcse.html</p> <p>Corbettmaths https://corbettmaths.com/contents/</p> <p>Dr Frost Maths https://www.drfrust.org/courses.php?coid=13</p> <p>onmaths Mock Exams</p>

<p>4b. Percentages 4c. Ratio and proportion</p> <p>Unit 5 Angles and Trigonometry 5a. Polygons, angles, and parallel lines 5b. Pythagoras' Theorem and trigonometry</p> <p>Unit 6 Graphs 6a. Graphs: the basics and real-life graphs 6b. Linear graphs and coordinate geometry 6c. Quadratic, cubic and other graphs</p> <p>Unit 7 Area and Volume 7a. Perimeter, area and circles 7b. 3D forms and volume, cylinders, cones, and spheres 7c. Accuracy and bounds</p> <p>Unit 8 Transformation and Constructions 8a. Transformations 8b. Constructions, loci and bearings</p>	<p>2. Geometric proof and congruence 3. Similarity 4. More similarity 5. Similarity in 3D solids</p> <p>Unit 13 More Trigonometry 2. Graph of the sine function 3. Graph of the cosine function 4. The tangent function 13.8 Transforming trigonometric graphs 1 13.9 Transforming trigonometric graphs 2</p> <p>Unit 14 Further Statistics 14a. Collecting data and Sampling 14b. Cumulative frequency, box plots and Histograms</p>	<p>3. Simplifying algebraic fractions 4. More algebraic fractions 5. Surds 6. Solving algebraic fraction equations 7. Functions 8. Proof</p>		
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Subject: GCSE RE / Year Group: Y10 / Assessment Period: June 2024

Topics to be assessed:

Topic	Description	Resources	Most recommended study skill
Topic 1	Christian Beliefs: Nature of God – e.g. Omnipotent, omnibenevolent Jesus Christ - his purpose, salvation, resurrection, ascension Trinity Sin, salvation, atonement, judgement day, heaven and hell	Electronic notes posted on Google Classroom RE department revision pack Seneca Learning	<ul style="list-style-type: none"> - Read the material, minimize screen, write-out as mind-map, check info, add in different colour the points you missed. - Flashcards Pomodoro technique https://www.youtube.com/watch?v=mNBmG24djoY
Topic 2	Christian Practices: Liturgical and non-liturgical worship, prayer, Lord's Prayer/communion/Baptism/ Evangelism / mission / community Treatment of Christians	Electronic notes posted on Google Classroom RE department revision pack Seneca Learning	<ul style="list-style-type: none"> - Read the material, minimize screen, write-out as mind-map, check info, add in different colour the points you missed. - Flashcards Pomodoro technique https://www.youtube.com/watch?v=mNBmG24djoY
Topic 3	Islam Beliefs: Six Articles of Faith (Tawhid, Angels, Holy Books, Prophets, Judgement, Predestination) Five Roots of Usul Ad-din Afterlife Shia beliefs e.g. Imamate	Electronic notes posted on Google Classroom RE department revision pack Seneca Learning	<ul style="list-style-type: none"> - Read the material, minimize screen, write-out as mind-map, check info, add in different colour the points you missed. - Flashcards Pomodoro technique https://www.youtube.com/watch?v=mNBmG24djoY
Topic 4	Islam Practices Five Pillars– know them all in great detail (Shahadah, Salah, Sawm, Zakah, Hajj) Festivals: Eid ul Fitr, Eid ul Adha, Ashura	Electronic notes posted on Google Classroom RE department revision pack Seneca Learning	<ul style="list-style-type: none"> - Read the material, minimize screen, write-out as mind-map, check info, add in different colour the points you missed. - Flashcards Pomodoro technique https://www.youtube.com/watch?v=mNBmG24djoY

Subject: Combined Science Foundation

Year Group: 10

Assessment Period: June 2024 Topics to be assessed:

Biology Topic	Description	Resources	Most recommended study skill
B8 Photosynthesis	RP 5 and limiting factors	Kerboodle, CGP revision guides, Seneca learning, my GCSE science videos.	Practical skills. Calculations (surface area to volume ratio, magnification, stroke volume).
B4 Organising animals and plants	Surface area to volume ratio; gas exchange; plant transport; transpiration; rate of digestion; enzymes and food tests.		
B3 Organisation and the digestive system and	Levels of organisation; structure of the heart; stroke volume		
B1 Cell structure and transport	The world of the microscope; specialised cells		
B5 Communicable diseases	Pathogens, controlling the spread of pathogens and vaccines.		
B9 Respiration	Effects of exercise		

Chemistry Topic	Description	Resources	Most recommended study skill
C5.4 Chemical changes	Acids and bases (C5; C5.5 Salts from insoluble bases)	Link to RPA 8 and C5 knowledge organiser;	Revision practice of practical skills Revision practice of maths skills
C5.4.1 Reactivity of metals	The reactivity series (C5; C5.1 The reactivity series)		
C5.1 Atomic structure and the periodic table	5.1.1.1 Atoms, elements and compounds 5.1.1.2 Mixtures 5.1.2.6 Group 7	Link to 5.1.1.3 The development of the model of the atom (common content with physics) and C1-5 knowledge organiser;	Revision practice of practical skills Revision practice of maths skills

the atom, symbols, relative atomic mass, electronic charge and isotopes			
5.2 Bonding, structure, and the properties of matter	5.2.1 Chemical bonds, ionic, covalent and metallic 5.1.2.2 Development of the periodic table 5.1.1.7 Electronic structure 5.1.2.5 Group 1 5.2.1.4 Covalent bonding 5.2.2.4 Properties of small molecules 5.2.2.6 Giant covalent structures 5.2.3.1 Diamond	Link to C1-5 knowledge organisers.	Revision practice of maths skills
5.4 Chemical changes 5.4.3 Electrolysis 5.3.1 Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations	5.4.3.1 The process of electrolysis 5.3.1.3 Mass changes when a reactant or product is a gas	Link to RPA 9 and C6 knowledge organiser. Link to RPA 10 and C7 knowledge organiser.	Revision practice of practical skills Revision practice of maths skills

Physics Topic	Description	Resources	Most recommended study skill
P1: Conservation and dissipation of energy	Changes in energy stores, gravitational potential energy store, kinetic energy store, elastic potential energy store, power, efficiency	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website	Use correct key words e.g. kinetic energy (not movement energy)
		for past exam questions, BBC bitesize	
P2: Energy transfer by heating	Conduction, infrared radiation, specific heat capacity, heating and insulating buildings	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Required practical: Specific heat capacity; Investigating thermal insulators
P3: Energy Resources	Energy demands, energy from Sun, Earth, wind and water, energy and the environment	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Synoptic link between this topic and specific heat capacity calculations
P4: Electric circuits	current, charge, potential difference, resistance, series and parallel circuits	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Required practical: Investigating resistance; Investigating electrical characteristics
P5: Electricity in the home	Direct current and alternating current, plugs, cables	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Graphical representation of a.c. and d.c.
P6: Molecules and matter	Density, states of matter, change of state, internal energy, specific latent heat	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Required practical: calculating densities
P7: Radioactivity	Atoms, discovery of nucleus, alpha, beta and gamma radiation, half life	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Answering extended writing questions e.g. Compare the properties of alpha, beta and gamma radiation

Subject: Combined Science Higher

Year Group: 10

Assessment Period: June 2024 Topics to be assessed:

Biology Topic	Description	Resources	Most recommended study skill
B1 Cell structure and transport	Prokaryotic vs eukaryotic; surface area to volume ratio and diffusion; how to use a microscope and magnification	Kerboodle, CGP revision guides, Seneca learning, my GCSE science videos.	Practical skills. Calculations (stroke volume; rate of water uptake; surface area to volume ratio; magnification;
B3 Organisation and the digestive system	Enzymes; digestion and absorption; RP 3 food tests;		
B4 Organising animals and plants	Structure of the heart; stroke volume; plant transport (transpiration); potometer practical; absorption of mineral ions by plants		
B5 Communicable diseases	Pathogens; preventing the spread of disease; rate of bacterial growth;		
B8 Photosynthesis	Effect of light on a plant; use of nitrate ions.		
B9 Respiration	Effects of exercise		

Chemistry Topic	Description	Resources	Most recommended study skill
5.4 Chemical changes 5.4.3 Electrolysis	5.4.3.1 The process of electrolysis	Link to RPA 9 and C6 knowledge organiser	Revision practice of practical skills Revision practice of maths skills
5.2 Bonding, structure, and the properties of matter	5.2.1.4 Covalent bonding 5.2.2.4 Properties of small molecules 5.2.2.6 Giant covalent structures		Revision practice of maths skills

	5.2.3.1 Diamond		
5.3.1 Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations	5.3.1.3 Mass changes when a reactant or product is a gas	Link to RPA 10 and C7 knowledge organiser	Revision practice of practical skills Revision practice of maths skills
5.4.2 Reactions of acids	5.4.2.2 Neutralisation of acids and salt production 5.4.2.4 The pH scale and neutralisation	Link to C5 knowledge organiser.	
5.5 Energy changes 5.3 Quantitative chemistry	1. Energy transfer during exothermic and endothermic reactions 1. Conservation of mass and balanced chemical equations 2. Relative formula mass	Link to RPA 10 and C7 knowledge organiser	
C5.1 Atomic structure and the periodic table C5.1.1 A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes	1. Atoms, elements and compounds 2. Mixtures 5.1.2.6 Group 7	Link to 5.1.1.3 The development of the model of the atom (common content with physics) and C1-5 knowledge organiser.	Revision practice of practical skills Revision practice of maths skills
C5.1 Atomic structure and the periodic table	5.1.2.2 Development of the periodic table 5.1.1.7 Electronic structure 5.1.2.5 Group 1	Link to C1-5 knowledge organisers.	Revision practice of maths skills

Physics Topic	Description	Resources	Most recommended study skill
P1: Conservation and dissipation of energy	Changes in energy stores, gravitational potential energy store, kinetic energy store, elastic potential energy store, power, efficiency	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Use correct key words e.g. kinetic energy (not movement energy)
P2: Energy transfer by heating	Conduction, infrared radiation, specific heat capacity, heating, and insulating buildings	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Required practical: Specific heat capacity; Investigating thermal insulators
P3: Energy Resources	Energy demands, energy from Sun, Earth, wind and water, energy and the environment	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Synoptic link between this topic and specific heat capacity calculations
P4: Electric circuits	current, charge, potential difference, resistance, series and parallel circuits	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Required practical: Investigating resistance; Investigating electrical characteristics
P5: Electricity in the home	Direct current and alternating current, plugs, cables	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Graphical representation of a.c. and d.c.
P6: Molecules and matter	Density, states of matter, change of state, internal energy, specific latent heat	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website	Required practical: calculating densities

		for past exam questions, BBC bitesize	
P7: Radioactivity	Atoms, discovery of nucleus, alpha, beta and gamma radiation, half life	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Answer extended writing questions e.g. Compare the properties of alpha, beta and gamma radiation

Subject: Separate Sciences

Year Group: 10

Assessment Period: June 2024 Topics to be assessed:

Biology Topic	Description	Resources	Most recommended study skill
B1 Cell structure and transport	Animal vs plant cells; types of microscopes and magnification; osmosis.	Kerboodle, CGP revision guides, Seneca learning, my GCSE science videos.	Practical skills. Calculations (magnification; mean and rate of water loss) Plotting a graph. Practice 'evaluation' questions.
B2 Cell division	Mitosis; stem cells.		
B3 Organisation and the digestive system	Food tests; absorption in the small intestine; enzymes.		
B4 Organising animals and plants	The structure of the heart and the role of valves; helping the heart (treating heart problems); double vs single circulatory systems; gas exchange; movement of water through a plant; controlling and investigating water loss in a plant.		
B5 Communicable diseases	Pathogens; preventing the spread of disease; how our bodies prevent pathogens from entering and defend themselves against them.		
B6 Preventing and treating disease	Drug trials; monoclonal antibodies.		
B7 Non-communicable diseases	Cancer		
B8 Photosynthesis	RP 5 Effect of light intensity on rate of photosynthesis; effect of temperature on rate of photosynthesis		
B9 Respiration	Effects of exercise.		

Chemistry Topic	Description	Resources	Most recommended study skill
4.2 Bonding, structure, and the properties of matter	<ol style="list-style-type: none"> 1. Chemical bonds, ionic, covalent and metallic 1. Chemical bonds 2. Ionic bonding 3. Ionic compounds 4. Covalent bonding 2. How bonding and structure are related to the properties of substances. 3. Properties of ionic compounds 4. Properties of small molecules 4.2.2.6 Giant covalent structures 		Revision practice of practical skills Revision practice of math skills
4.4 Chemical changes	<ol style="list-style-type: none"> 4.4.1 Reactivity of metals 4.4.1.2 The reactivity series 4.4.1.4 Oxidation and reduction in terms of electrons 4.4.2.5 Titrations 	Link to RPA 10 and C5 knowledge organiser	Revision practice of practical skills Revision practice of math skills
4.3 Quantitative chemistry	<ol style="list-style-type: none"> 1. Chemical measurements, conservation of mass and the quantitative interpretation of chemical equations 1. Conservation of mass and balanced chemical equations 2. Relative formula mass 3. Mass changes when a reactant or product is a gas. 4. Moles 	Link to RPA 10 and C5 knowledge organiser	Revision practice of practical skills Revision practice of math skills
	<ol style="list-style-type: none"> 4.3.2.2 Amounts of substances in equations 4.3.2.3 Using moles to balance equations. 4.3.2.5 Concentration of solutions 3. Yield and atom economy of chemical reactions 1. Percentage yield 2. Atom economy 4. Using concentrations of solutions in mol/dm³. 5. Use of amount of substance in relation to volumes of gases 		
4.4 Chemical changes	<ol style="list-style-type: none"> 3. Electrolysis 1. The process of electrolysis 4.4.3.4 Electrolysis of aqueous solutions 	Link to RPA 9 and C6 knowledge organiser	Revision practice of practical skills Revision practice of math skills
1. Atomic structure and the periodic table	<ol style="list-style-type: none"> 1. A simple model of the atom, symbols, relative atomic mass, electronic charge and isotopes 1. Atoms, elements and compounds 4.1.1.3 The development of the model of the atom (common content with physics) 4.1.1.6 Relative atomic mass 4.1.2 The periodic table 4.1.2.2 Development of the periodic table 4.1.2.6 Group 7 	Link to C1-4 knowledge organisers	Revision practice of math skills
4.5 Energy changes	<ol style="list-style-type: none"> 1. Exothermic and endothermic reactions 2. Energy transfer during exothermic and endothermic reactions 3. Reaction profiles 		Revision practice of practical skills Revision practice of math skills

Physics Topic	Description	Resources	Most recommended study skill
P1: Conservation and dissipation of energy	Changes in energy stores, gravitational potential energy store, kinetic energy store, elastic potential energy store, power and efficiency	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Use correct key words e.g. kinetic energy (not movement energy)
P2: Energy transfer by heating	Conduction, infrared radiation, specific heat capacity, heating and insulating buildings	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Required practical: Specific heat capacity; Investigating thermal insulators
P3: Energy Resources	Energy demands, energy from Sun, Earth, wind and water, energy and the environment	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Synoptic link between this topic and specific heat capacity calculations
P4: Electric circuits	Electrical charges and fields (TS only); current, charge, potential difference, resistance, series and parallel circuits	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Required practical: Investigating resistance; Investigating electrical characteristics
P5: Electricity in the home	Direct current and alternating current, plugs, cables	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Graphical representation of a.c. and d.c.
P6: Molecules and matter	Density, states of matter, change of state, internal energy, specific latent heat, Gas pressure and volume (TS only)	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website	Required practical: calculating densities

		for past exam questions, BBC bitesize	
P7: Radioactivity	Atoms, discovery of nucleus, alpha, beta and gamma radiation, half-life, nuclear fission and fusion (TS only)	Online Kerboodle textbook, online Kerboodle interactive activities, Seneca, AQA website for past exam questions, BBC bitesize	Answer extended writing questions e.g. Compare the properties of alpha, beta and gamma radiation

Subject: Eduqas Media Studies

Year Group: 10

Assessment Period: Summer Topics to be assessed:

Topic	Description: For each set products students should revise how the context influenced the media product and how media language is used to create meaning	Theories to revise	Resources	Most recommended study skill
Advertising and marketing	Quality Streets advert (1956) and This Girl Can campaign (2015)	Rowland Barthes theory Semiotics	Media Studies Exercise books Set product Factsheets (available online and posted on GC)	Flashcards (5 per set product) – outline the key contextual information, media language, Theories that applies, Audience, representation, Quizzing via Seneca, Quizlet etc Annotate a clean copy of each set product
Radio	The Archers	Narrative theorists – Propp, Todorov, Steve Neale, Levi-Strauss Laura Mulvey - male gaze Gramsci - hegemony theory	Seneca work will be posted by Teacher	

Newspaper	The Guardian (18 January 2022) The Sun (01 January 2021)- Including The Sun's website	David Gauntlett – identity Stuart Hall – Theories of representation		You Tube videos – Mrs Fisher – add to your annotation Practice question that can apply to all set product- How does this set product use media language to create meaning?
Magazine	GQ magazine (August 2019 – Raheem Sterling) Vogue (July 2021- Malala)	Bulmer and Katz – Uses and Gratification Theory		Find an unseen product similar to the set product you are focusing on; compare how representation is used in each product: Gender, men. Women, ethnicity.

Subject: Sociology

Year Group: 10

Assessment Period: June 2024

Topics to be assessed: Paper 1: Education, Families and Households and Research Methods

Topic	Description	Resources	Most recommended study skill
Topic 1	Education Unit: Study of different perspectives view of education specifically Marxism, New Right, Feminism, Functionalism and Interactionism. Education policies and School types.	Revision booklets on GoogleClassroom Revision Playlist Tutor2U: https://www.youtube.com/watch?v=uWN5ymQiUWc&list=PLp8BSCLLWBUBR2d3n37uTBc4p6XuWwlv https://www.youtube.com/watch?v=WApaoNS-V3U&t=2112s https://www.youtube.com/watch?v=kmlhTWf-Np4 Quizlet: https://quizlet.com/255902088/aqa-gcse-sociology-education-flash-cards/	Flash cards for key terms and perspectives (can also use quizlet) MindMaps – especially for creating links between Sociologists, Perspectives and Key Terms.
Topic 2	Families and Households Unit: Study of different Perspectives (Feminism, Marxism, New Right and Functionalism), Family types and Policies.	Revision booklets on GoogleClassroom Revision Playlist Tutor2U: https://www.youtube.com/watch?v=uWN5ymQiUWc&list=PLp8BSCLLWBUBR2d3n37uTBc4p6XuWwlv Quizlet: https://quizlet.com/117675588/aqa-gcse-sociology-families-flash-cards/	Flash cards for key terms and perspectives (can also use quizlet) MindMaps – especially for creating links between Sociologists, Perspectives and Key Terms.

<p>Topic 3</p>	<p>Research Methods: Different research methods, Positivism vs Interpretivism, Primary vs Secondary, Practical, Ethical and Theoretical Issues when conducting research. (This topic is in both Paper 1 and 2, but questions will focus on themes from Paper 1 only for this assessment cycle)</p>	<p>Revision Booklets on GoogleClassroom</p> <p>Tutor2U Revision Resources: https://www.youtube.com/watch?v=2MPgkYJBZY2o</p>	<p>Flash cards for key terms and perspectives (can also use quizlet)</p> <p>Mind Maps – especially for creating links between Sociologists, Perspectives and Key Terms.</p>
<p>Topic 4</p>	<p>Sociological Perspectives: Feminism, Functionalism, Interactionism, New Right, Marxism. Additionally: Nature vs Nurture, Gender, Primary and Secondary Socialisation</p>	<p>Revision Booklets on GoogleClassroom</p> <p>Tutor2U Revision Resources: https://www.youtube.com/watch?v=w0N6HzQho2s</p>	<p>Flash cards for key terms and perspectives (can also use quizlet)</p> <p>Mind Maps – especially for creating links between Sociologists, Perspectives and Key Terms.</p>

Subject: English Literature and Language

Year Group: 10

Assessment Period: Exams in week beginning 17th June 2024.

Topics to be assessed: Power and Conflict poetry, A Christmas Carol and Language skills

Topic	Description	Resources	Most recommended study skill
Power and conflict poetry	You will need to be familiar with all of your anthology poems and be prepared to compare two in an essay response.	Anthology, York revision guides (available on ParentPay), Seneca Learning	Essay planning and memorising quotations
A Christmas Carol	You will need to be familiar with the entirety of the plot, the characters, the themes and the context in order to write an essay response to a question.	https://www.gutenberg.org/files/46/46-h/46-h.htm - a free eBook of A Christmas Carol by Charles Dickens, the York revision guides (available on ParentPay), Seneca Learning	Essay planning and memorising quotations
Language Papers	Skills based questions on an unseen text: inference, language analysis, structure analysis, comparison and evaluation.	https://www.theguardian.com/uk/commentisfree https://www.aljazeera.com/features/ Read non-fiction articles from the above sites. Read any age-appropriate fiction book alongside your schoolwork. Use the library to find something that interests you.	Interpreting different texts and making inferences about tone and story structure
Macbeth	Students will answer one question on Macbeth. They will be required to write in detail about an extract from the play and then to write about the play as a whole.	Anthology, York revision guides (available on ParentPay), Seneca Learning Key quotes on BBC Bitesize. The full text is available for reading at the Project Gutenberg website.	Language analysis, essay planning, memorising of quotes
An Inspector Calls	Students will answer one essay question on a theme or character from the play.	Anthology, York revision guides (available on ParentPay), Seneca Learning Key quotes on BBC Bitesize.	Language analysis, essay planning, memorising of quotes

Subject: History

Year Group: 10

Assessment Period: Summer

Topics to be assessed: History around us: The Tower of London

Topic	Description	Resources	Most recommended study skill
The Norman Tower	<p>Students must be able to answer the following questions:</p> <ul style="list-style-type: none"> • The reasons for the location of the site within its surroundings • When and why people first created the site • How the site has been used throughout its history • The diversity of activities and people associated with the site • The significance of specific features in the physical remains at the site • The importance of the whole site either locally or nationally, as appropriate • The typicality of the site based on a comparison with other similar sites • What the site reveals about everyday life, attitudes and values in particular periods of history • How the physical remains can inform artistic reconstructions and other interpretations of the site 	<p>The Tower of London lesson booklet, already given to your child.</p> <p>The Tower of London revision booklet, already given to your child.</p> <p>The A3 revision grid they should have been filling in for HWK.</p> <p>https://www.hrp.org.uk/history-and-stories/?palaces=2569&page=1#gs.8t4u3v</p>	<p>Once you have completed the A3 revision grid.</p> <p>Turn all notes into a set of Flashcards</p> <p>Test yourself every three days on the Flashcard information</p>

<p>The Medieval Tower</p>	<p>Students must be able to answer the following questions:</p> <ul style="list-style-type: none"> • The reasons for the location of the site within its surroundings • When and why people first created the site. • How the site has been used throughout its history. • The diversity of activities and people associated with the site. • The significance of specific features in the physical remains at the site. • The importance of the whole site either locally or nationally, as appropriate • The typicality of the site based on a comparison with other similar sites. • What the site reveals about everyday life, attitudes, and values in particular periods of history. • How the physical remains can inform artistic reconstructions and other interpretations of the site. 	<p>The Tower of London lesson booklet, already given to your child.</p> <p>The Tower of London revision booklet, already given to your child.</p> <p>The A3 revision grid they should have been filling in for HWK.</p> <p>https://www.hrp.org.uk/history-and-stories/?palaces=2569&page=1#gs.8t4u3v</p>	<p>Once you have completed the A3 revision grid.</p> <p>Turn all notes into a set of Flashcards</p> <p>Test yourself every three days on the Flashcard information</p>
<p>The Tudor and Stuart Tower</p>	<p>Students must be able to answer the following questions.</p> <ul style="list-style-type: none"> • How the site has been used throughout its history • The diversity of activities and people associated with the site. 	<p>The Tower of London lesson booklet, already given to your child.</p> <p>The Tower of London revision booklet, already given to your child.</p>	<p>Once you have completed the A3 revision grid.</p> <p>Turn all notes into a set of Flashcards</p> <p>Test yourself every three days on the Flashcard information</p>

	<ul style="list-style-type: none"> • The significance of specific features in the physical remains at the site. • The importance of the whole site either locally or nationally, as appropriate • The typicality of the site based on a comparison with other similar sites. • What the site reveals about everyday life, attitudes, and values in particular periods of history. • How the physical remains can inform artistic reconstructions and other interpretations of the site. 	<p>The A3 revision grid they should have been filling in for HWK.</p> <p>https://www.hrp.org.uk/history-and-stories/?palaces=2569&page=1#gs.t4u3v</p>	
<p>The Tower during the Industrial Revolution</p>	<p>Students must be able to answer the following questions.</p> <ul style="list-style-type: none"> • How the site has been used throughout its history. • The diversity of activities and people associated with the site. • The significance of specific features in the physical remains at the site. • The importance of the whole site either locally or nationally, as appropriate • The typicality of the site based on a comparison with other similar sites. • What the site reveals about everyday life, attitudes, and values in particular periods of history. 	<p>The Tower of London lesson booklet, already given to your child.</p> <p>The Tower of London revision booklet, already given to your child.</p> <p>The A3 revision grid they should have been filling in for HWK.</p> <p>https://www.hrp.org.uk/history-and-stories/?palaces=2569&page=1#gs.t4u3v</p>	<p>Once you have completed the A3 revision grid.</p> <p>Turn all notes into a set of Flashcards</p> <p>Test yourself every three days on the Flashcard information</p>

	<ul style="list-style-type: none"> • How the physical remains can inform artistic reconstructions and other interpretations of the site. 		
<p>The Tower in the 20th and 21st Century</p>	<p>Students must be able to answer the following questions.</p> <ul style="list-style-type: none"> • How the site has been used throughout its history. • The diversity of activities and people associated with the site. • The significance of specific features in the physical remains at the site. • The importance of the whole site either locally or nationally, as appropriate • The typicality of the site based on a comparison with other similar sites. • What the site reveals about everyday life, attitudes, and values in particular periods of history. • How the physical remains can inform artistic reconstructions and other interpretations of the site. <p>Also, students must be able to explain</p> <ul style="list-style-type: none"> ○ The ways in which the site has changed over time. ○ The reasons for changes to the site and to the way it was used. 	<p>The Tower of London lesson booklet, already given to your child.</p> <p>The Tower of London revision booklet, already given to your child.</p> <p>The A3 revision grid they should have been filling in for HWK.</p> <p>https://www.hrp.org.uk/history-and-stories/?palaces=2569&page=1#gs.8t4u3v</p>	<p>Once you have completed the A3 revision grid.</p> <p>Turn all notes into a set of Flashcards</p> <p>Test yourself every three days on the Flashcard information</p>

	<ul style="list-style-type: none"> ○ Significant times in the site's past: peak activity, major developments, turning points. ○ The challenges and benefits of studying the historic environment 		
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Subject: Geography

Year Group: 10

Assessment Period: Summer Topics to be assessed:

Topic	Description	Resources	Most recommended study skill
Topic 1: Hazards	<ol style="list-style-type: none"> 1. Tectonic hazards: plate tectonics, plate margins, distribution of earthquakes along plate margins, case study (Nepal vs Japan or Italy), benefits of living next to hazards, reducing effects of hazards (monitoring, planning, protecting). 2. Weather hazards: general atmospheric protection and pressure, distribution causes and features of tropical storms, the impact of climate change on tropical storms, case study (Typhoon Haiyan), reducing effects of tropical storms (monitoring, planning, protecting), weather hazards in the UK, case study (Somerset Floods). 3. Climate change: evidence of climate change, natural and human causes of climate changes, effects of climate change, mitigating and adapting to climate change. 	https://www.bbc.co.uk/bit/eseize/topics/zcdrbk7	<ul style="list-style-type: none"> - Mind maps. - Flash cards. - Practice questions.
Topic 2: Ecosystems	<ol style="list-style-type: none"> 1. Ecosystems: food chains and webs, the nutrient cycle. 2. Tropical Rainforests: the location of tropical rainforests, physical 	https://www.bbc.co.uk/bit/eseize/topics/z2tqwx	<ul style="list-style-type: none"> - Mind maps. - Flash cards. - Practice questions.

Subject: Citizenship

Year Group: Yr 10

Assessment Period: Summer term 2

Topics to be assessed:

Topic	Description	Resources	Most recommended study skill
Topic 1	Living together in the UK	Notes in the books, Textbook and past papers	Analysing data, Understanding the factors and benefits of living in diverse society
Topic 2	Democracy at work	Notes in the books, Textbook and past papers	Critical thinking and analysis of political systems. Evaluating the effectiveness of democratic processes Understanding and interpreting political information
Topic 3	Law and Justice	Notes in the books, Textbook and past papers	Understanding legal terminology and processes. Evaluating the effectiveness of the legal system in maintaining order and justice. Analysing legal scenarios and applying relevant laws.

Additional Notes:

1. Living Together in the UK

• Description and Key Concepts:

- Explore the diversity of the UK population, including ethnicity, religion, and cultural heritage.
- Understand the concept of community and the importance of social cohesion.
- Study the challenges and benefits of living in a diverse society.

• Key Skills:

- Analysing data on UK demographics.
- Understanding the factors that contribute to community cohesion.
- Evaluating the impact of migration and diversity on society.

- **Relevant Resources:**

- Edexcel GCSE Citizenship Studies textbook.
- BBC Bitesize Citizenship section.
- Practice questions from past papers and online quizzes.

- **Recommended Study Skill:**

- **Mind Mapping:** Create mind maps to visually organize and connect different aspects of living together in the UK, helping to reinforce understanding and recall key points.

- **Democracy at Work in the UK**

- **Description and Key Concepts:**

- Understand the principles of democracy and the rule of law.
- Learn about the structure and functions of the UK government, including Parliament, the Prime Minister, and the judiciary.
- Assess the electoral system, political parties, and the role of citizens in the democratic process.

- **Key Skills:**

- Critical thinking and analysis of political systems.
- Evaluating the effectiveness of democratic processes.
- Understanding and interpreting political information.

- **Relevant Resources:**

- Edexcel GCSE Citizenship Studies textbook.
- BBC Bitesize Citizenship section.
- Practice questions from past papers and online quizzes.

- **Recommended Study Skill:**

- **Flashcards:** Use flashcards to memorize key political terms, concepts, and the roles of different branches of government.

- **Law and Justice**

Subject: Drama

Year Group: 10

Assessment Period: 17.06-24.06

Topics to be assessed: C3 – Interpreting Text

Topic	Description	Resources	Most recommended study skill
Refugee Boy	<p>All students will answer questions worth up to 45 marks with regards to the set text. They must be able to respond from the point of view of an Actor, Director and Designer.</p> <p>The questions will be made of marks that range from 2 – 15.</p>	<p>PPs on the system from C3 exploration during Spring Term</p> <p>Script</p> <p>Folder containing resources</p> <p>Exercise book that students have made notes in over the term.</p>	<p>Mind Map – one for each character.</p> <p>Mind Map – for important scenes, detailing intention, technical element and performanceskills</p>
Live Theatre Review	<p>Students will need to pick either a performance question or a technical question that will equate to 15 marks.</p>	<p>PP on GC from Live Theatre Component.</p> <p>Revision Tiles to be uploaded on GC</p> <p>Website For Black Boys</p> <p>https://thegarricktheatre.co.uk/tickets/for-black-boys-who-have-considered-suicide-when-the-hue-gets-too-heavy/</p> <p>Youtube links:</p> <p>https://www.youtube.com/watch?v=nFlhMHVGBe0</p> <p>https://www.youtube.com/watch?v=EC2Pgszae88</p> <p>https://www.youtube.com/watch?v=SKWFAuEJ9yw</p>	

Subject: Business Studies

Year Group: 10

Assessment Period: 17.06-24.06

Topic	Description	Resources
1.1.1 The dynamic nature of business	Enterprise and Entrepreneurship Why new business ideas come about: changes in technology changes in what consumers want products and services becoming obsolete. How new business ideas come about: original ideas adapting existing products/services/ideas.	Video links – https://www.youtube.com/watch?v=OgyfbyWd6G8&list=PLftmziinjwVQCnLC4WZIRm5y2d6ILD96p&index=1&pp=iAQB PowerPoint – https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip Activity sheets - https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip BBC bitesize https://www.bbc.co.uk/bitesize/guides/zm4krj6/revision/1
Topic 1.1.2 Risk and reward	The impact of risk and reward on business activity: risk: business failure, financial loss, lack of security reward: business success, profit, independence.	Video links - https://www.youtube.com/watch?v=qku6f_qCWpk&list=PLftmziinjwVQCnLC4WZIRm5y2d6ILD96p&index=2&pp=iAQB PowerPoint - https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip Activity sheets - https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip BBC bite size https://www.bbc.co.uk/bitesize/guides/zm4krj6/revision/1

1.1.3

The role of business enterprise

The role of business enterprise and the purpose of business activity: to produce goods or services, to meet customer needs, to add value: convenience, branding, quality, design, unique selling points. The role of entrepreneurship: an entrepreneur: organises resources, makes business decisions, takes risks.

Video links -

https://www.youtube.com/watch?v=qku6f_qCWpk&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=2&pp=IAQB

PowerPoint -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

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BBC bite size

<https://www.bbc.co.uk/bitesize/guides/zm4krj6/revision/1>

Unit 2

1.2.1 Customer needs

Identifying and understanding customer needs: what customer needs are: price, quality, choice, convenience, the importance of identifying and understanding customers: generating sales, business survival.

Video links –

<https://youtu.be/oE04ZQ6cu3E?feature=shared>

PowerPoint -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

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BBC bitesize <https://www.bbc.co.uk/bitesize/guides/z6y9rj6/revision/1>

1.2.2 Market research

The purpose of market research: to identify and understand customer needs, to identify gaps in the market, to reduce risk, to inform business decisions. Methods of market research: primary research: survey, questionnaire, focus group, observation; secondary research: internet, market reports, government reports. The use of data in market research: qualitative and quantitative data, the role of social media in collecting market research data, the importance of the reliability of market research data.

Video links –

<https://youtu.be/NSavcu-clS0?feature=shared>

https://www.youtube.com/watch?v=K3UaIQN_YXI&list=PLftmziinwVQCnL_C4WZlrm5y2d6ILD96p&index=7&pp=iAQB

https://youtu.be/K3UaIQN_YXI?feature=shared

<https://youtu.be/jC7rfXRpNp0?feature=shared>

PowerPoint -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Activity Sheets -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

BBC bitesize

<https://www.bbc.co.uk/bitesize/guides/z6y9rj6/revision/2>

<https://www.bbc.co.uk/bitesize/guides/z6y9rj6/revision/3>

<https://www.bbc.co.uk/bitesize/guides/z6y9rj6/revision/4>

<https://www.bbc.co.uk/bitesize/guides/z6y9rj6/revision/5>

<https://www.bbc.co.uk/bitesize/guides/z6y9rj6/revision/6>

<https://www.bbc.co.uk/bitesize/guides/z6y9rj6/revision/7>

1.2.3 Market segmentation

How businesses use market segmentation to target customers: identifying market segments: location, demographics, lifestyle, income, age ; market mapping to identify a gap in the market and the competition.

Video links –

<https://youtu.be/e9eRJAqya34>

PowerPoint -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

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Knowledge book page - 10

BBC bitesize - <https://www.bbc.co.uk/bitesize/guides/z7scbdm/revision/1>

1.2.4 The competitive environment

Understanding the competitive environment: strengths and weaknesses of competitors based on: price, quality, location, product range and customer service ;the impact of competition on business decision making.

Video links –

<https://www.youtube.com/watch?v=XIt7dEmo4D8&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=9&pp=iAQB>

PowerPoint - -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Activity Sheets -

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BBC bitesize - <https://www.bbc.co.uk/bitesize/guides/zvwtmfr/revision/1>

Unit 3

Putting a business idea into practice

1.3.1 Business aims and objectives

What business aims and business objectives are. Business aims and objectives when starting up: financial aims and objectives: survival, profit, sales, market share, financial security ; non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control. Why aims and objectives differ between businesses.

Video links – <https://youtu.be/OzWTEe4bna4?feature=shared>

PowerPoint- -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Activity Sheets -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Knowledge book page – 12

BBC bitesize -

<https://www.bbc.co.uk/bitesize/guides/zkhby9q/revision/1>

1.3.2 Business revenues, costs and profits

The concept and calculation of: revenue, fixed and variable costs, total costs, profit and loss, interest, break even level of output margin of safety. Interpretation of break even diagrams: the impact of changes in revenue and costs, break even level of output, margin of safety, profit and loss.

Video links – <https://www.youtube.com/watch?v=0FDgbz9err0>

<https://www.youtube.com/watch?v=inflE05ar5A&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=13&pp=iAQB>

<https://www.youtube.com/watch?v=inflE05ar5A&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=13&pp=iAQB>

https://youtu.be/bT5xspR4s_Y?feature=shared

<https://youtu.be/hV76CDqz3y8?feature=shared>

<https://youtu.be/7RocdGhTd6Q?feature=shared>

PowerPoint - -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Activity Sheets -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

BBC bitesize - <https://www.bbc.co.uk/bitesize/guides/zb2shbk/revision/1>

1.3.3 Cash and cash-flow

The importance of cash to a business: to pay suppliers, overheads and employees, to prevent business failure (insolvency), the difference between cash and profit. Calculation and interpretation of cash-flow forecasts: cash inflows, cash outflows, net cash flow, opening and closing balances.

Video links –

https://youtu.be/4SNWA_HbF6U?feature=shared

PowerPoint - -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Activity Sheets -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Knowledge book page – 15

BBC bitesize - <https://www.bbc.co.uk/bitesize/guides/zhwtmfr/revision/1>

1.3.4 Sources of business finance

Sources of finance for a start-up or established small business: short-term sources: overdraft and trade credit , long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowd funding.

Video links –

<https://www.youtube.com/watch?v=DAZi6XcTZzE&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=19&pp=iAQB>

<https://youtu.be/DAZi6XcTZzE?feature=shared>

PowerPoint -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Activity Sheets -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

BBC bitesize -

<https://www.bbc.co.uk/bitesize/guides/zhwtmfr/revision/1>

Unit 4

4. Making the business effective

1. The options for start-up and small businesses

The concept of limited liability: limited and unlimited liability, the implications for the business owner(s) of limited and unlimited liability. The types of business ownership for start-ups: sole trader, partnership, private limited company, the advantages and disadvantages of each type of business ownership. The option of starting up and running a franchise operation: the advantages and disadvantages of franchising.

Video links –

<https://www.youtube.com/watch?v=H0ddna58suE&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=20&pp=iAQB>

https://www.youtube.com/watch?v=BN2cQNNvg_4&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=21&pp=iAQB

<https://www.youtube.com/watch?v=rG-EkVJFv2Q&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=22&pp=iAQB>

PowerPoint -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Activity Sheets -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Knowledge book page – 17-18

BBC bitesize -

<https://www.bbc.co.uk/bitesize/guides/z48x7nb/revision/1>

<p>1.4.2 Business location</p>	<p>Factors influencing business location: proximity to: market, labour, materials and competitors, nature of the business activity, the impact of the internet on location decisions: e-commerce and/or fixed premises.</p>	<p>Video links – https://www.youtube.com/watch?v=eU2VMJ2d1ks&list=PLftmzjinjwVQCnLC4WZIrM5y2d6ILD96p&index=23&pp=iAQB</p> <p>PowerPoint- - https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip</p> <p>Activity Sheets - https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip</p> <p>BBC bitesize - https://www.bbc.co.uk/bitesize/guides/zjmfpg8/revision/1</p>
<p>1.4.3 The marketing mix</p>	<p>What the marketing mix is and the importance of each element: price, product, promotion, place. How the elements of the marketing mix work together: balancing the marketing mix based on the competitive environment, the impact of changing consumer needs on the marketing mix, the impact of technology on the marketing mix: e-commerce, digital communication.</p>	<p>Video links – https://www.youtube.com/watch?v=M8nC4dgKB9g&list=PLftmzjinjwVQCnLC4WZIrM5y2d6ILD96p&index=24&pp=iAQB https://www.youtube.com/watch?v=z1gsN4mCP8o&list=PLftmzjinjwVQCnLC4WZIrM5y2d6ILD96p&index=25&pp=iAQB</p> <p>PowerPoint- - https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip</p> <p>Activity Sheets - https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip</p> <p>Knowledge book page – 19-20</p> <p>BBC bitesize - https://www.bbc.co.uk/bitesize/guides/z4wtmfr/revision/1</p>

**1.5.2
Technology
and business**

Different types of technology used by business: e-commerce, social media, digital communication, payment systems. How technology influences business activity in terms of: sales, costs and the marketing mix.

Video links –

<https://www.youtube.com/watch?v=Pvfr7xfU808&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=28&pp=iAQB>

PowerPoint- -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Activity Sheets -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

BBC bitesize - <https://www.bbc.co.uk/bitesize/guides/zdmfpg8/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zdmfpg8/revision/2>

<https://www.bbc.co.uk/bitesize/guides/zdmfpg8/revision/3>

<https://www.bbc.co.uk/bitesize/guides/zdmfpg8/revision/4>

<https://www.bbc.co.uk/bitesize/guides/zdmfpg8/revision/5>

<https://www.bbc.co.uk/bitesize/guides/zdmfpg8/revision/6>

<https://www.bbc.co.uk/bitesize/guides/zdmfpg8/revision/7>

**1.5.3
Legislation
and business**

The purpose of legislation: principles of consumer law: quality and consumer rights, principles of employment law: recruitment, pay, discrimination and health and safety. The impact of legislation on businesses: cost, consequences of meeting and not meeting these obligations.

Video links –

<https://www.youtube.com/watch?v=eaqQX5BU5L4&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=29&pp=iAQB>

<https://www.youtube.com/watch?v=gNpaWXTp7Jc&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=30&pp=iAQB>

<https://www.youtube.com/watch?v=jZWzzqv6CHo&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=31&pp=iAQB>

PowerPoint--

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Activity Sheets -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

BBC bitesize - <https://www.bbc.co.uk/bitesize/guides/zmnr382/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zmnr382/revision/2>

<https://www.bbc.co.uk/bitesize/guides/zmnr382/revision/3>

<https://www.bbc.co.uk/bitesize/guides/zmnr382/revision/4>

<https://www.bbc.co.uk/bitesize/guides/zmnr382/revision/5>

<https://www.bbc.co.uk/bitesize/guides/zmnr382/revision/6>

<https://www.bbc.co.uk/bitesize/guides/zmnr382/revision/7>

<https://www.bbc.co.uk/bitesize/guides/zmnr382/revision/8>

<p>1.4.4 Business plans</p>	<p>The role and importance of a business plan: to identify: the business idea; business aims and objectives; target market (market research); forecast revenue, cost and profit; cash-flow forecast; sources of finance; location; marketing mix. The purpose of planning business activity: the role and importance of a business plan in minimising risk and obtaining finance</p>	<p>Video links – https://www.youtube.com/watch?v=KtAlRoIZ5Ns&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=26&pp=iAQB</p> <p>PowerPoint - - https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip</p> <p>Activity Sheets - https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip</p> <p>BBC bitesize - https://www.bbc.co.uk/bitesize/guides/z7t3f4j/revision/1 https://www.bbc.co.uk/bitesize/guides/z7t3f4j/revision/2</p>
<p>Unit 5</p> <p>1.5.1 Business stakeholders</p>	<p>Who business stakeholders are and their different objectives: shareholders (owners), employees, customers, managers, suppliers, local community, pressure groups, the government. Stakeholders and businesses: how stakeholders are affected by business activity, how stakeholders impact business activity, possible conflicts between stakeholder groups.</p>	<p>Video links – https://www.youtube.com/watch?v=tZGol4xtY3g&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=27&pp=iAQB</p> <p>PowerPoint - - https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip</p> <p>Activity Sheets - https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip</p> <p>BBC bitesize - https://www.bbc.co.uk/bitesize/guides/z6scbdm/revision/1</p>

1.5.4 The economy and business

The impact of the economic climate on businesses: unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates.

Video links –

<https://www.youtube.com/watch?v=Og2HQ1Bv65s&list=PLftmziinjwVQCnLC4WZlrm5y2d6ILD96p&index=32&pp=iAQB>

PowerPoint--

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Activity Sheets -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

BBC bitesize: <https://www.bbc.co.uk/bitesize/guides/zrwtmfr/revision/1>

1.5.5 External influences

The importance of external influences on business: possible responses by the business to changes in: technology, legislation, the economic climate.

Video links

PowerPoint--

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

Activity Sheets -

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/teaching-and-learning-materials/gcse-business-theme-1-knowledge-retrieval-revision-resources-editable-2021.zip>

BBC bitesize: <https://www.bbc.co.uk/bitesize/guides/zrwtmfr/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zrwtmfr/revision/2>

<https://www.bbc.co.uk/bitesize/guides/zrwtmfr/revision/3>

<https://www.bbc.co.uk/bitesize/guides/zrwtmfr/revision/4>

<https://www.bbc.co.uk/bitesize/guides/zrwtmfr/revision/5>

<https://www.bbc.co.uk/bitesize/guides/zrwtmfr/revision/6>

<https://www.bbc.co.uk/bitesize/guides/zrwtmfr/revision/7>

Subject: Music Summer Exam

Year Group: 10

Assessment Period: January 2024

Topics to be assessed:

Topic	Description	Resources	Most recommended study skill
Listening Paper	<p>Listening questions based on the set works (Beethoven and Williams).</p> <ul style="list-style-type: none"> • Section A-type questions 1-6 • Section A question 7 (dictation) • Section A question 8 (unfamiliar listening) • Section B comparison question (essay -12 marks) 	<ol style="list-style-type: none"> 1. Notes and scores distributed and studied in class. 2. Audio files uploaded to Google Classroom. 3. Online resources: <ul style="list-style-type: none"> • Beethoven • Piano Sonata No.8 in C minor, Pathetique, 1st movement - GCSE Music • Beethoven - Piano Sonata 8 - Student Worksheet (ANSWERS are in a seperate video). 	<ol style="list-style-type: none"> 1. Listen whilst reading the score. Memorise structure, key analytical points and key words. 2. Revisit regularly. 3. Spaced repetition is the best method for set works. 4. Dictation: practice singing and recognising intervals.

Subject: DT – **Food preparation and Nutrition**

Year Group: 10

Assessment Period: January 29th - February 2nd

Topics to be assessed:

Topic	Description	Resources	Most recommended study skills
Food Preparation Skills. 1. General practical skills	<p>This includes a range of food preparation and cooking skills that you need throughout this GCSE course. You need to work through 12 different skills, as they will be useful for the NEA tasks.</p> <p>Weighing and measuring ingredients correctly. Correct measuring with accurate conversions from imperial measurements to metric</p>	<p>AQA GCSE Food preparation and nutrition by Alexis Rickus, Bev Saunder and Yvonne Mackey.</p> <p>(Revision Guide) Hodder Education</p>	<ol style="list-style-type: none"> 1. Always ask for help when needed. 2. Complete all homework by the due dates and hand it in. 3. Practice the skills learnt in school at home to build your confidence in the skills. 4. Remember to record ingredients in planner and bring them to school for practical lessons. Never forget to bring them in at all times. 5. Come into room 08 at break time to familiarise yourself with the cookers and other equipment or camera use. You can also ask for support.
1. Knife skills	<p>Identify and name equipment correctly.</p>	<p>https://www.bbc.co.uk/food</p>	
1. Preparing Fruits & Vegetables	<p>Mis-en-place in the right order.</p> <p>Able to use knives safely.</p> <p>Able to identify other cutting equipment apart from knives.</p>	<p>Set of knives</p>	
1. Use of the cooker	<p>Jointing a whole Chicken</p> <p>Cut vegetables into various shapes and sizes (basic, medium & complex skills).</p> <p>Able to turn the cookers on</p> <p>Able to set the oven temperatures accurately. Baking & Roasting.</p> <p>Using the grill & barbecuing</p>	<p>Videos and ingredients.</p> <p>https://www.thespruceeats.com/culinary-arts-knife-cuts-photo-gallery-4121795</p>	

Cooking of food and methods of heat transfer.	<p>To understand the reasons why food is cooked and the different ways in which heat is transferred through food.</p>	<p>AQA GCSE Food preparation and nutrition by Alexis Rickus, Bev Saunder and Yvonne Mackey. Hodder Education (Revision Guide)</p>	<ul style="list-style-type: none"> ▪ Notetaking ▪ Flash cards ▪ Post it notes
Selecting appropriate cooking methods	<p>To learnt about the methods that will conserve and modify the nutrients in food.</p> <p>Learn how the choice of cooking methods affects the appearance colour, flavour, texture, smell and the overall appeal of food.</p>	<p>AQA GCSE Food preparation and nutrition by Alexis Rickus, Bev Saunder and Yvonne Mackey. Hodder Education (Revision Guide)</p>	<ul style="list-style-type: none"> ▪ Notetaking ▪ Flash cards ▪ Post it notes
Preparing for Assessment: NEA TASK 2 (AO3 & AO4)	<p>This allows you to show the food preparation skills you have learnt during the course. This will be a maximum of 20 A4 paper and no longer than 20 hours. This is marked in 5 sections but only started with the highlighted one because it's used in every practical lesson to ensure continuity:</p> <ol style="list-style-type: none"> A. Researching the task B. Demonstrating technical skills C. Planning for the final menu D. Making the final dishes in the 3-hour practical session E. Analysis & evaluation (include Nutritional analysis of dishes cooked) 	<p>Explore food. Google classroom.</p>	<p>Repeated practice. To use in analysing the nutritional content of any dish using the recipe. The recipe gives the list of ingredients and amount of each ingredient used in a dish. This helps to consolidate learning.</p>
Macronutrients: Protein & Fats	<p>Able to define Macronutrients.</p> <p>Name all the macronutrients.</p> <ul style="list-style-type: none"> - Describe the functions of the macronutrients in the body. - Types of each macronutrient and their effect in food. - What is the effect of excess or deficiency of each nutrient? 	<p>AQA GCSE Food preparation and nutrition by Alexis Rickus, Bev Saunder and Yvonne Mackey. Hodder Education (Revision Guide)</p> <p>Past Questions (Exam Pro)</p>	<ul style="list-style-type: none"> ▪ Notetaking ▪ Flash cards ▪ Post it notes

Subject: Graphics

Your most helpful resources are your project trackers, Pinterest, and your teachers. You **must** communicate to us if you are unsure of / struggling with tasks. **You must spend at least 2-3 hours minimum per week if you are on track, MORE if you have fallen behind.** Grades will not improve without significant time **and** effort, and you will not enjoy the subject if you constantly have to worry about catching up.

Topics to be assessed:

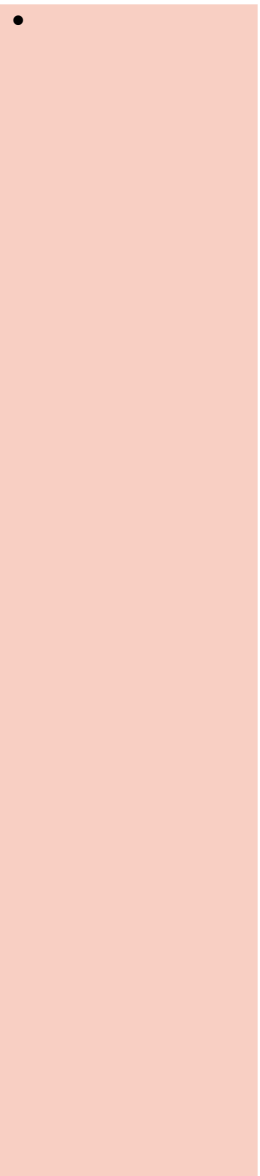
Topic	Description (tasks highlighted are key areas of improvements for the class)	Resources	Most recommended study skill
AO1 (Develop ideas through investigation)	<ol style="list-style-type: none"> Title pages Graphic Communication visual brainstorm Word maps Artists, techniques, and outcomes Mood boards Ian Woods ARP (images, replicas + analysis) Maria Rivans / Ben Giles ARP (images, replicas + analysis) Surrealism research page Cat Storey + Marimekko ARP 	<ul style="list-style-type: none"> Google Classroom tracker + assignments Pinterest Miss Bennett's Pinterest – useful for book presentation (link on GC) 	<ul style="list-style-type: none"> Use success criteria on tracker to create a checklist of things you need to do Set SMART goals that you keep to. Take regular breaks to avoid creative blocks. Complete work consistently – avoid leaving things to the last minute.
AO2 (Explore ideas through experimentation)	<ol style="list-style-type: none"> Citra solv (must be successful) Photocopy manipulation (on paper, tracing paper, acetate, layered) Alcohol inks Photoshop adjustments + selection tools Collage techniques (by hand and digital) Wire drawings + photoshop edits Procreate drawings Free stitching (cabbage on calico and citrus on plastic wallet) 	<ul style="list-style-type: none"> Look at each others' books – take inspiration from presentation and quality of work 	<ul style="list-style-type: none"> Do not hyper-focus on small details. Get the work itself done & use simple but effective presentation. When you have caught up, then you can present creatively. You can work in the middle workshop every lunchtime, and every Wed and Fri afterschool (3:10-4:10/4:30). Ask for feedback in lessons or via email (before 6pm), not GC.

AO3 (Record ideas through observation and evaluation)

1. **In-depth annotations + evaluation of own work (use writing booklet provided at start of year). You must be critical – do not just describe what you did. DO NOT COPY STRAIGHT FROM THE INTERNET.**
2. **Purposeful, relevant, and high-quality photography (photoshoots / contact sheets need to be evaluated)**
3. **Screenshots of progress for digital work**
4. **Observational drawing using various mediums**
5. **Initial ideas, idea development and refinement – typography, colour schemes, etc. (be critical with your outcomes – if you can identify improvements, make those improvements.)**

AO4 (Personal and meaningful outcomes)

1. Meaningful Ian Woods personal response - collage
2. Meaningful Maria Rivans / Ben Giles PR - collage
3. **Exhibition poster (project 1 final piece)**
4. Meaningful Cat Storey PR – edited photo of wire drawing
5. Meaningful Marimekko PR – wrapping paper
6. Meaningful Yayoi Kusama PR – cookbook book cover



Subject: DT – Product Design

Year Group: 10

Assessment Period: June 2024

Topics to be assessed:

Topic	Description	Resources	
Material Properties	<ol style="list-style-type: none"> Working Properties Physical Properties 	<ul style="list-style-type: none"> https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/specification-at-a-glance GCSE Design & Technology AQA Revision Guide - Product code https://www.technologystudent.com/ https://www.bbc.co.uk/bitesize/subjects/zvg4d2p https://en.wikipedia.org/wiki/List_of_How_It%27s_Made_episodes - in specific steel, aluminium cans and bicycles, wires etc 	
Specialist Technical principles – metal-based materials	<ol style="list-style-type: none"> Selection of materials or components Forces and stresses Ecological and social footprint Sources and origins Using and working with materials Stock forms, types, and sizes Scales of production Specialist techniques and processes Surface treatments and finishes. 		
Material categories	Natural and manufactured timbers		
Students should have an overview of the main categories and types of natural and manufactured timbers:	<p>Hardwoods including: • ash • beech • mahogany • oak • balsa</p> <p>Softwoods including: • larch • pine • spruce manufactured boards including: • medium density fibreboard (MDF) • plywood • chipboard.</p>		
Students should have an overview of the main categories and types of polymers:	<p>Thermoforming including: • acrylic (PMMA) • high impact polystyrene (HIPS) • high density polythene (HDPE) • polypropylene (PP) • polyvinyl chloride (PVC) • polyethylene terephthalate (PET)</p> <p>Thermosetting including: • epoxy resin (ER) • melamine-formaldehyde (MF) • phenol formaldehyde (PF) • polyester resin (PR) • urea-formaldehyde (UF).</p>		
			<ul style="list-style-type: none"> https://www.technologystudent.com/despro_fish/NEW_GCSE3.html GCSE Design & Technology AQA Revision Guide - Product code https://revisionworld.com/gcse-revision/design-technology/gcse-design-and-technology-past-papers-0 - Exam Questions https://www.bbc.co.uk/bitesize/examspecs/zby2bdm

Material properties

Students should know and understand physical properties such as:

- absorbency (resistance to moisture)
- density
- fusibility
- electrical and thermal conductivity.

Students should know and understand working properties such as:

- strength
- hardness
- toughness
- malleability
- ductility and elasticity.

- https://www.technologystudent.com/despro_fish/materials_main1.html
- <https://www.youtube.com/watch?v=K6VW4U7ZYtg>
- <https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/1>
- <https://revisionworld.com/gcse-revision/design-technology/gcse-design-and-technology-past-papers-0> - Exam Questions

Subject: Health and Social Care

Year Group: 10

Assessment Period: July 2024

Topics to be assessed:

Topic	Description	Resources	Most recommended study skill
Topic 1	<p>Description of topic 1 Retrieval practice:</p> <p>Life Stages</p> <ul style="list-style-type: none"> 6 stages of life and the how PIES changes throughout each lifestage; Provide examples – How do they change compare 2 distinct life stages and how does an individual change or how are they different? What factors that impact lifestages <p>Self-Concept</p> <ul style="list-style-type: none"> Definitions of Self-Concept How does this change over time Which areas of PIES are impacted the most Which life stage is most influenced by Self – Concept? 	<p>Flashcards</p> <p>PIES –</p> <p>For each life stage</p> <p>Examples</p> <p>Practice questions</p> <p>4 – 6 Mark questions on the different life stages/ PIES</p>	<p>Retrieval practice</p> <p>Spaced repetition</p>
Topic 2	<p>Retrieval practice:</p> <p>Social Class</p> <ul style="list-style-type: none"> Working/Middle/Upper How it can impact growth and development Access to care providers Types of work/Education/Jobs/Careers Financial support Environment/Culture/Noise air pollution <p>Lifestyle Choices</p> <ul style="list-style-type: none"> Factors which impact growth and development Smoking/Drugs/Alcohol Exercise/Diet/ 	<p>Flashcards</p> <p>Socioeconomic differences</p> <p>Lifestyles</p> <p>How people live</p> <p>Obstacles in social class</p> <p>Opportunities in social class</p> <p>Practice questions</p> <p>6 Mark questions on the impacts of drugs on all areas of PIES – How can one factor impact all areas/</p> <p>Smoking impacts –</p> <p>Physical/Lead to Social etc</p>	<p>Retrieval practice</p> <p>Spaced repetition</p>

<p>Topic 3</p>	<p>Retrieval practice: Physical Growth and Genetics</p> <ul style="list-style-type: none"> • What impacts growth? • Culture/nutrition/Diet/Exercise /Finances • How do your genetic make-up impact growth <p>Hereditary genes/default genes/Illness and Disease/Health Conditions</p>	<p>Flashcards Positive and negative of exercise and diet Health conditions that impact growth/Down Syndrome/Cystic Fibrosis Practice questions 2, 4, 6 Mark questions on Factors which impact growth and development</p>	<p>Retrieval practice Spaced repetition</p>
<p>Topic 4</p>	<p>Allied Health Professionals Primary and Secondary Care</p> <ul style="list-style-type: none"> • Compare and contrast different health conditions/Chronic/Acute • Primary/Secondary/Tertiary/Allied Health Care Professionals (give examples) <p>Referrals/How and when does this take place</p>	<p>Creating concept maps Linking in how a health condition will start small and then if left untreated can become worse, so what are the levels and which health/social care professional will meet the needs of this individual. Are specific health conditions can be dealt with and treated at primary level. Why does it need to go secondary? What implications does this have on the NHS? The cost of this service on the UK/Taxes/ Private/Public Health Care services are there any disadvantages/advantages.</p>	<p>Brainstorming Diagrams</p>

Subject: OCR BTEC SPORT

Year Group: 10

Assessment Period: July 2024

Topics to be assessed:

Topic	Description	Resources	Most recommended study skill
Topic 1	Issues which affect participation in sport. Disability Finances Social/Culture Racism/Stereotypes History Facilities/Access	Flashcards The different issues – Examples Age Gender Ethnicity Practice questions. 4 – 6 Mark questions on the different factors which impact sports participation	Retrieval practice Spaced repetition
Topic 2	The role of sport in promoting values. Olympic games – Pierre de Coubertin Sportsmanship Taking the Knee Stamping our racism Leadership skills/Playing to the regulations and rules of the game Drugs in sport/Corruption/Gambling/Match Fixing	Flashcards What values are promoted in sport and why? Why are there regulations in sport? How are sports games/fixtures made fair? What can happen if these are not promoted Practice questions. 6 Mark answers Point Explain Examples	Retrieval practice Spaced repetition
Topic 3	The implications of hosting a major sporting event for a city or county	Mind Maps Positives/Negatives for hosting a major sport competition. Examples in World Cup Olympic Games What do countries need to do to host an event successfully? Then how does this help to improve the infrastructure? Give examples of how events Qatar World Cup London Olympic Games Practice questions. 6 Mark questions on the implications of hosting a major tournament. 2 positive examples 2 negative examples Your own view and opinion summarize and back it up with examples.	Retrieval practice Spaced repetition

<p>Topic 4</p>	<p>The role National Governing Bodies (NGBs) play in the development of their sport.</p>	<p>Mind Maps FA what do they do from the very top to the grass roots of football.</p> <p>NBA – Another example of another governing body in another country</p> <p>FIFA – There role in global football</p> <p>How have these governing bodies increased the participation within their sport.</p> <p>Sponsorship deals</p> <p>Marketing</p>	<p>Brainstorming Diagrams</p>
<p>Topic 5</p>	<p>The use of technology in sport</p>	<p>Mind Maps/ Freewriting Examples in sport VAR – Positives and negatives Has it changed the way in which football is played/regulated/ruled.</p> <p>What implications has this had to the sport of football?</p> <p>Has it improved the sport or lead to even more controversy?</p> <p>Give examples of this</p> <p>Hawkeye technology</p> <p>Types of equipment which sports athletes use know; has this made or had an implication on sports performance.</p> <p>Motion analysis – Video replay Analysing patterns of attack or a style of play.</p>	<p>Brainstorming Diagrams Retrieval practice</p>



**YOU CREATE
YOUR LUCK BY
WORKING
FOR WHAT YOU
WANT.**



Year 10 Exams Begin
Good Luck!



EXAM

