

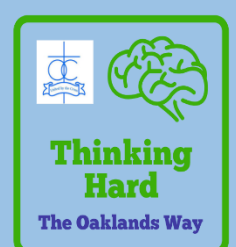
# Oaklands Catholic School

## Year 10 Revision Booklet Summer Term 2023



*"I can do all things with the help of God  
who strengthens me"*

*Philippians: 4:13*

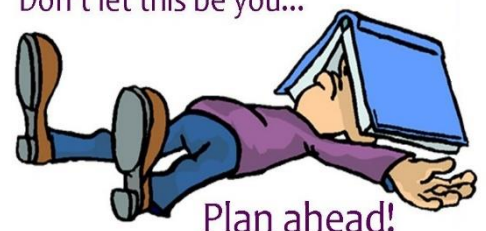




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Don't let this be you...



# How to Start



Unfortunately, there is no easy way to pass tests, but we can give you lots of tips on how to use your study time more effectively. This guide has been written to remind students about how to revise and how to learn.

Although this booklet contains superb advice, great tips and fantastic study skills, the guide isn't as important as the person reading it – YOU! It is you who has to put them into practice and apply them to your work. If you do, we're sure that you will improve your performance and your study skills ... but to get better at something, you have to practise!



**So, over to you – happy studying and good luck!**

## Revision

Revision means “to look at again”. You need to look at things again as part of learning as well as in preparation for exams; but we need **active** ways to do this “looking again”.

Revision gives time for reflection and learning. You can start to see the big picture, you can add in more details and examples. You may discover something you still don't understand and you can ask your teacher about it again.

The idea is to “revise” each major section of your work shortly after you have finished it. For instance, you could draw a Mind Map of each major topic you cover. Keep the Mind Maps because they will be very useful for revising before tests. You can find lots of examples of Mind Maps on Google images on many subjects that you study!

## When to Revise?

Make sure you know when your tests are. Teachers will revise with you and give you advice about how much revision to do, what you should revise and many will give you special notes to help with revising.

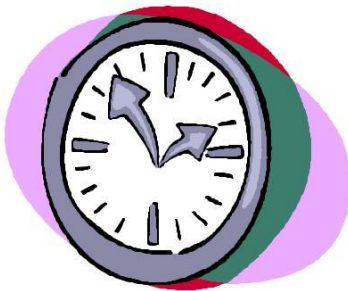
Make yourself a **revision timetable**.

- Fill in leisure, relaxation and family commitments
- Put in some sessions that you can devote to revision
- Share out the available revision sessions between your subjects
- Allow extra sessions if you know some subjects will take longer than others
- Vary the subjects – don't do all your Maths revision on day one!



Here's an example for *one* weekend:

	Morning	Morning	Afternoon	Evening
Saturday	Football	Maths; Geography	Science; RE	Film
Sunday	English; Tech	Lunch at Gran's	Still at Gran's	French; History

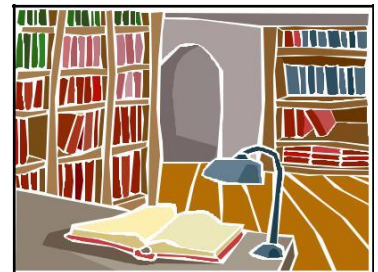


The ideal length to revise one topic is **25 to 45 minutes**.

You remember more at the beginnings and the ends of sessions, so create more beginnings and ends by stopping for a brief break or doing a brain gym exercise.

## Where to Revise?

The ideal study room is light, airy, quiet, with shelves and a desk. Some people are lucky enough to have this and enjoy working in it. Don't worry if you haven't got this. You can still try to get some of the elements.



Vary your revision place. It's a good idea to put up posters, lists and post-it notes in other places in the house.



Some students find they revise well with friends and it is a good idea to do this sometimes as a bit of variety and fun.

Ban the television! Television is too distracting, so make sure it is turned off when you are working. It is also difficult to work if you are continually distracted by your phone. Turn it off or give it to someone else.

# Plan Your Own Timetable

Use this template to plan your own revision timetable for the Easter break, half term, weekends and after school:

Day/Date	Session 1	Session 2	Session 3	Session 4

# Suggestions on how to Revise

## Notes: Timeline

### What?

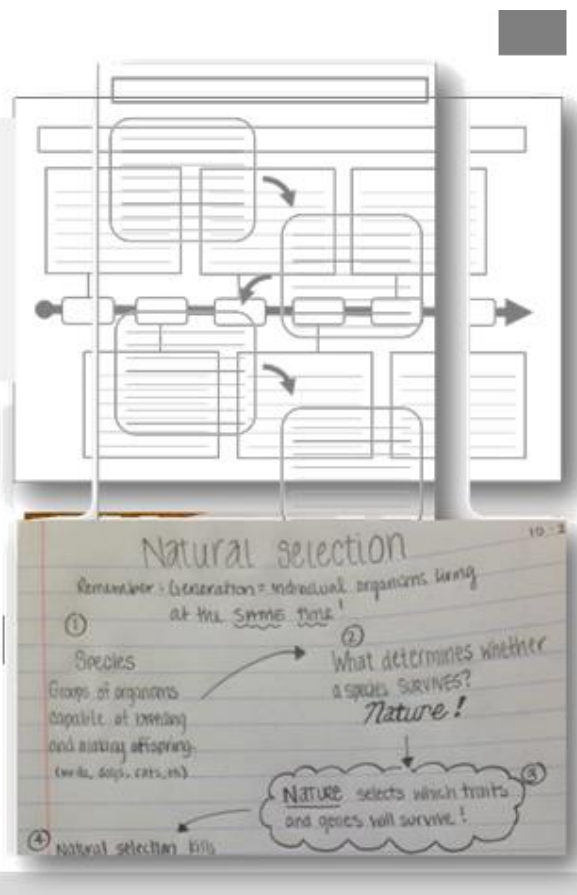
Single A4 page that can be used to draw a timeline for an event or a process

### How Use?

Put dates in small boxes and annotate with key points.

Use to help reduce a complex period to main events.

Could later cover big boxes to test your recall of events



## Foldable: Flipper

### What?

Single A4 page that can be folded to make a 'flipper' to stick in an exercise book.

### How Use?

Quick way to self-test on a topic.

Can write key terms, with definitions underneath.

Or can use with questions & answers underneath.

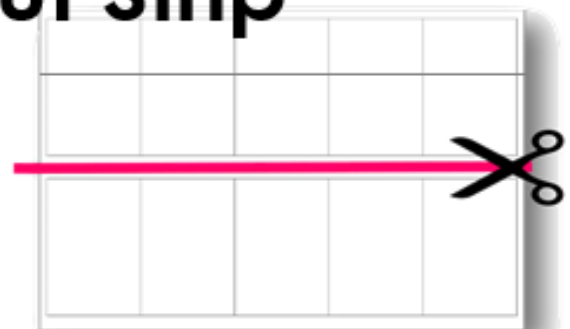




# Foldable: **Fold-Out Strip**

## What?

Single A4 page that's a dead quick way to summarise facts or themes for a topic



## How Use?

Make you think by having to organise & structure learning

Use headings and colours to make information stand out

Could put four per page in your book to cover a topic



# Notes: **Wheel**

## What?

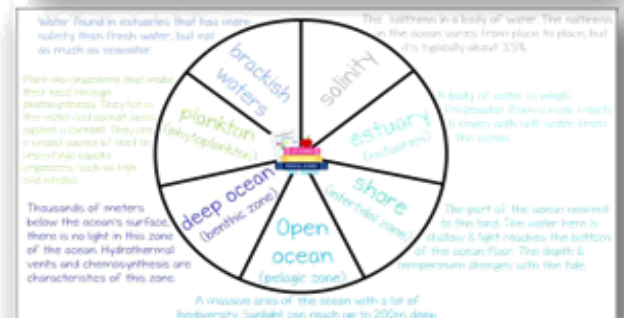
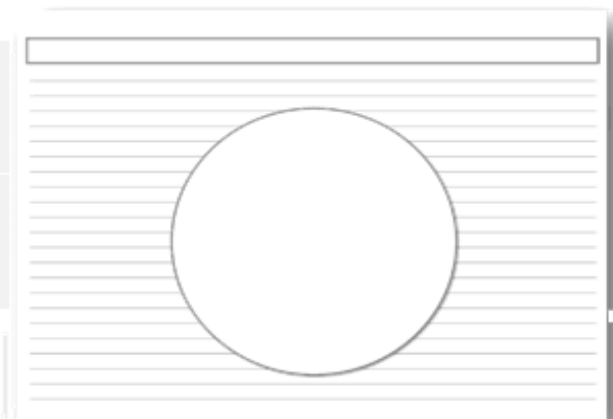
Single A4 page that can be used to create summary of related concepts in a topic.

## How Use?

Flexible way to divide-up a topic to clarify key ideas.

Can use colours to make sections more distinct.

'Wheel' can be split into any number of sections.





# Recall: Walk & Talk

## What?

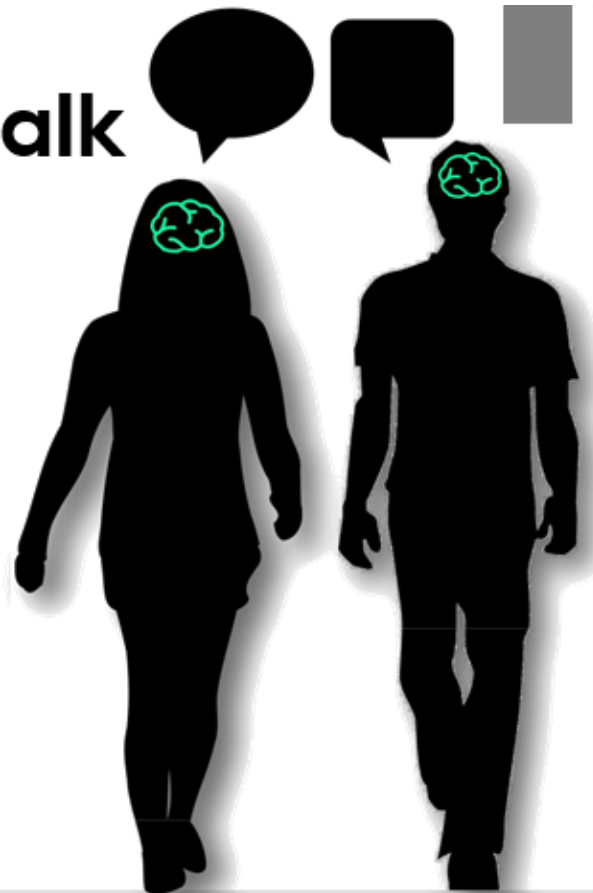
When stuck in a revision rut, a 'study walk' can break the boredom & stimulate your brain

## How Use?

Speaking, rather than writing, works better for some people

So pick a topic & explain it or 'teach it' to your walk friend

You could even do it when your the dog but maybe not too loud!



# Notes: Chunk It

## What?

If it's hard for you to recall lots of facts or numbers, then grouping or 'chunking' can help

## How Use?

Experts say working memory only holds 5-9 items at once So creating groups is a 'hack' to help you remember more

One classic example is to group numbers by spotting patterns that make them more memorable

**HOW TO MEMORIZE LISTS: Chunking**

1. The main idea behind chunking is breaking down long lists into smaller sections.

Example: look at these numbers for 10sec and try to memorize them.

**1492 1939 1861 1989 1917** studyhack

Now BREAK THEM DOWN INTO GROUPS OF 4:

**1492 · 1939 · 1861 · 1989 · 1917**

↓ Columbus arrives to the New World    ↓ Start of WWII    ↓ Start of the US Civil War    ↓ Fall of the Berlin Wall    ↓ October Revolution in Russia

\* Tip: Break down bigger tasks into smaller chunks for easier learning. studyhack

# Notes: **Post-It Themes**

## What?

Use post-it notes to help you organise topics, such as using colours to show themes



## How Use?

Create a display where post-its draw attention to main points

Put them in coloured clusters to show links between ideas

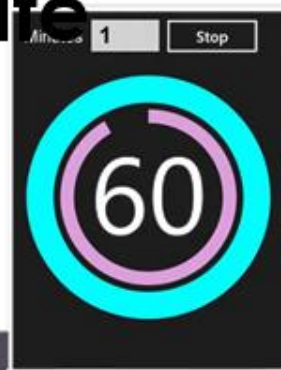
Keep notes simple – and take care not to overload the display!



# Recall: **Timed Write**

## What?

Test your recall of a topic by challenging yourself to do a 'one minute' write



## How Use?

Set a timer for 60s and write everything you know

It will help you by showing where you have gaps in your knowledge

After that, you could extend the topic & try a 5-minute write



# Subject Revision Lists

<b>Subject</b>	<b>Page</b>
Art (Fine Art)	12
Business	13-14
Computing	15
Design and Technology	16
Drama	17
English	18
Food Preparation and Nutrition	19-20
French	21
Geography	22
History	23
Maths	24-26
Media	27
Music	28-29
PE	30
Photography	31
RE	32-35
Science	36-37
Spanish	38

In addition to the material in this book, staff may provide additional guidance

## ART (Fine Art)

<b>Subject</b>	Fine Art
<b>Length of exam or exams</b>	5 hours
<b>Specific equipment required</b>	Dependant on outcome/design

<b>Topic</b>	<b>Specific Area</b>	<b>Tick when revised</b>
<b>Under the Sea Ceramics</b>	Mood Board based on the topic	
	Research 2 to 3 ceramic artists: Fact File Visual studies Analysis Personal Response	
	2 to 3 design sheets using the Observational, Angular and Curved drawings.	
	Complete all A3 design sheets with annotations showing how your experiments have helped to develop and change your designs. <ul style="list-style-type: none"> <li>• Test Tile</li> <li>• Coil Pot</li> <li>• Pinch Pot</li> <li>• Oxide Experiments</li> </ul>	
	Develop your final design from your previous drawings and clay experiments.	
	Annotations throughout your work explaining how your thought process has developed. This must include photographs of your 3D work.	

### Where to find revision material

Internet  
Workshops

# BUSINESS

Subject	Business (Edexcel 1-9)
Length of exam or exams	1 hour 45 minutes
Specific equipment required	Calculator

Topic	Specific Area <b>Theme 1: Investigating small business</b>	Tick when revised
<b>Topic 1.1 Enterprise and entrepreneurship</b>		
1.1.1 The dynamic nature of business	<ul style="list-style-type: none"> <li>Why &amp; How new business ideas come about.</li> </ul>	
1.1.2 Risk and reward	<ul style="list-style-type: none"> <li>Risk: business failure, financial loss, lack of security</li> <li>Reward: business success, profit, independence.</li> </ul>	
1.1.3 The role of business enterprise	<ul style="list-style-type: none"> <li>The role of business enterprise and the purpose of business activity</li> <li>The role of entrepreneurship</li> </ul>	
<b>Topic 1.2 Spotting a business opportunity</b>		
1.2.1 Customer needs	<ul style="list-style-type: none"> <li>Identifying and understanding customer needs</li> <li>the importance of identifying and understanding customers</li> </ul>	
1.2.2 Market research	<ul style="list-style-type: none"> <li>The purpose of market research</li> <li>primary research &amp; secondary research</li> <li>qualitative and quantitative data &amp; reliability</li> <li>the role of social media</li> </ul>	
1.2.3 Market segmentation	<ul style="list-style-type: none"> <li>identifying market segments</li> <li>market mapping</li> </ul>	
1.2.4 The competitive environment	<ul style="list-style-type: none"> <li>strengths and weaknesses of competitors</li> <li>the impact of competition on business decision making.</li> </ul>	
<b>Topic 1.3 Putting a business idea into practice</b>		
1.3.1 Business aims and objectives	<ul style="list-style-type: none"> <li>financial aims and objectives &amp; non-financial aims and objectives</li> </ul>	
1.3.2 Business revenues, costs and profits	The concept and calculation of: <ul style="list-style-type: none"> <li>revenue</li> <li>fixed and variable costs, total costs</li> <li>profit and loss</li> <li>interest</li> <li>break even, diagrams, margin of safety.</li> </ul>	
1.3.3 Cash and cash-flow	The importance of cash to a business: <ul style="list-style-type: none"> <li>the difference between cash and profit.</li> </ul> Calculation and interpretation of cash-flow forecasts:	
1.3.4 Sources of business finance	<ul style="list-style-type: none"> <li>short-term sources: overdraft and trade credit</li> <li>long-term sources: personal savings, venture capital, share capital, loans, retained profit and crowd funding.</li> </ul>	
<b>Topic 1.4 Making the business effective</b>		
1.4.1 The options for start-up & small businesses	<ul style="list-style-type: none"> <li>limited and unlimited liability</li> <li>sole trader, partnership, private limited company</li> <li>the advantages and disadvantages of franchising.</li> </ul>	
1.4.2 Business location	<ul style="list-style-type: none"> <li>Factors influencing business location</li> <li>the impact of the internet on location decisions: e-commerce and/or fixed premises.</li> </ul>	
1.4.3 The marketing mix	<ul style="list-style-type: none"> <li>price, product, promotion, place - how the elements of work together.</li> </ul>	
1.4.4 Business plans	<ul style="list-style-type: none"> <li>The role and importance of a business plan</li> </ul>	



<b>Topic 1.5 Understanding external influences on business</b>		
<b>1.5.1 Business stakeholders</b>	<ul style="list-style-type: none"> <li>● Who and what are stakeholders</li> <li>● how stakeholders are affected by business</li> <li>● how stakeholders impact business</li> <li>● possible conflicts between stakeholder groups.</li> </ul>	
<b>1.5.2 Technology and business</b>	<ul style="list-style-type: none"> <li>● e-commerce</li> <li>● social media</li> <li>● digital communication</li> <li>● payment systems.</li> </ul>	
<b>1.5.3 Legislation and business</b>	<ul style="list-style-type: none"> <li>● principles of consumer law</li> <li>● principles of employment law</li> </ul> <p>The impact of legislation on businesses:</p> <ul style="list-style-type: none"> <li>● cost</li> <li>● consequences of meeting and not meeting laws</li> </ul>	
<b>1.5.4 The economy and business</b>	<p>The impact of the economic climate on businesses:</p> <ul style="list-style-type: none"> <li>● unemployment, changing levels of consumer income, inflation, changes in interest rates, government taxation, changes in exchange rates.</li> </ul>	
<b>1.5.5 External influences</b>	<p>The importance of external influences on business:</p> <ul style="list-style-type: none"> <li>● possible responses by the business to changes in: technology, legislation, the economic climate.</li> </ul>	

#### **Where to find revision material**

##### **Notes in Exercise Books**

**BBC Bitesize Business Revision Website:** <https://www.bbc.com/education/subjects/zpsvr82>

##### **BusinessEd website ppts:**

<http://www.businessed.co.uk/index.php/home/theory/gcse/edexcel-gcse-9-1-theory-notes-public#1-5-understanding-external-influences-on-business>

Purple **Revise EDEXCEL GCSE (9-1) Business Revision Guide** (for sale on school website)  
**Focus on Theme 1: Investing small business**

## COMPUTING

<b>Subject</b>	Computing
<b>Length of exam or exams</b>	1.5 hours
<b>Specific equipment required</b>	<b>NO CALCULATORS ALLOWED</b>

Topic	Specific Area	Tick when revised
<b>01 Computer Systems</b>		
<b>Systems Architecture</b>	Clock speed; Cache size; Cores; Fetch-execute Ram;Rom;Embedded system	
<b>Memory</b>	RAM, ROM, Volatility	
<b>Storage</b>	Optical; Magnetic; Solid state; Capacity; Speed; Portability; Durability Reliability; Cost	
<b>Wired and Wireless Networks</b>	Network protocols; Lan; Wan; Cloud	
<b>Network topologies, protocols and layers</b>	Standards, protocols, email.	
<b>System Software</b>	Operating System, Utility software.	
<b>02 Computational Thinking, Algorithms and Programming</b>		
<b>Algorithms</b>	Searching, Sorting, Computational Thinking	
<b>Programming techniques</b>	Sequence, Iteration, Selection.	
<b>Computational logic</b>	Logic and languages, machine code, high level.	
<b>Data representation</b>	Binary, Hexadecimal, Addition, Images, Sound, ASCII/Unicode	

### Where to find revision material

<http://www.bbc.co.uk/education/subjects/z34k7ty>

Text book - OCR GCSE Computer Science OCRJ277 PG OnLine

Revision guide – Clear Revise Computer Science J2777



## DESIGN AND TECHNOLOGY

<b>Subject</b>	Electronics and Resistant Materials
<b>Length of exam or exams</b>	1 hour 30 minutes
<b>Specific equipment required</b>	Coloured pencils

<b>Topic</b>	<b>Specific Area</b>	<b>Tick when revised</b>
<b>Polymers (Plastics)</b>	Thermosetting and Thermoforming Polymers (three examples of each)	
	Sustainability issues with using polymers	
<b>Textiles</b>	Synthetic and natural fabrics (three examples of each)	
	Sustainability issues with using textiles	
<b>Timber</b>	Hardwood, softwood and manufactured boards (three examples of each)	
	Sustainability issues with using timber	
	Smart materials (what they are)	
	Fairtrade, enterprise and crowdfunding	
	Sustainability and ecological footprint in design	
	Mechanisms and levers	
	Product Analysis – ergonomics and aesthetics	
	Market Research (methods of collecting data)	
	Methods of sketching and producing ideas (isometric drawing, exploded diagrams and two point perspective)	
<b>The work of ONE of these designers or companies</b>	Their style and why their work is considered important or how it has influenced the design of products Vivienne Westwood, Norman Foster, Sir Alec Issigonis, Mary Quant, Charles Rennie Mackintosh, Philippe Starck, Dyson, Apple, Alessi, William Morris, Coco Chanel	
<b>Specialist Knowledge:</b>	For Textiles, Resistant Materials or Electronics you need a more in-depth knowledge of your subject area. This should include: Properties of some specific materials (for example properties of polyester or plywood) Sources of materials (from raw material to a stock form). This would include details of how the material is processed. Workshop methods of working with either resistant materials, textiles or electronics (shaping, joining, cutting and finishing) How materials can be modified or enhanced.	

### Where to find revision material

E-Textbook  
Your book  
Files on Teams  
Seneca

## DRAMA

<b>Subject</b>	Drama
<b>Length of exam</b>	1 hour 15 minutes
<b>Specific equipment required</b>	Blood Brothers “red book” Text

Topic	Specific Area	Tick when revised
<b>Section B Blood Brothers</b>	<b>Blood Brothers- re-read the play.</b> Focus on Mrs Lyons and Mrs Johnstone in Act 1 from pages 20-24. Consider costume and setting as well as the developing tension in the extract.	
<b>Section B Blood Brothers</b>	<b>Themes:</b> Social class, poverty, education, fate, superstition, nature versus nurture, mental illness, crime, growing up. Which themes seem most important to you? What struck you most about the play?	
<b>Section B Blood Brothers</b>	<b>Staging and style:</b> Is this a naturalistic or non-naturalistic play? How could it be staged? Find some images of how it has been staged before to give you some ideas. How are the audience involved?	
<b>Section B Blood Brothers</b>	<b>Context:</b> The play is set in Liverpool from the 1960s-1980s The Johnstone and Lyons families live in very different houses and are of different social classes Characters such as teachers, police officers and doctors treat the families differently- why?	
<b>Section A Theatre Roles and Responsibilities</b>	Staging types- traverse, proscenium (end-on), in the round, thrust (apron), promenade Stage areas- DS/ DSL/ DSR/ CS/ US/USL/USR Acting style, costume and makeup, lighting, sound and set design	
	KEY WORDS: Audience, anti-climax, body language, centre-stage, character, characterisation, climax, cross-cutting, dialogue, direct address, facial expression, fourth wall, flashback, focus, language register, level(s), marking the moment, mime, monologue, montage, narration, narrator, naturalistic/naturalism, non-naturalistic, off-stage, physical theatre, plot, rehearse/rehearsal, response, scenario, scene, script, sequence, slow motion, split-stage, still image, stylised/stylisation, status, tension	

### Where to find revision material

Writing about drama and theatre- BBC Bitesize has an excellent AQA Drama resource and Blood Brothers resources. <https://www.bbc.co.uk/bitesize/examspecs/zrnjwty>

Blood Brothers Revision Guides for DRAMA:

Grade 9-1 GCSE Drama Play Guide- CGP GCSE Drama 9-1 Revision (ISBN-13 978-1782949664)

Blood Brothers Play Guide for AQA GCSE Drama by Annie Fox (ISBN-13 978-1911208709) Illuminate Publishing

For images and information about the production of

**The extract for the exam will be given to you in class.**

# ENGLISH

<b>Subject</b>	English Literature Paper 2, Modern Texts and Poetry
<b>Length of exam</b>	2 hours 15 minutes
<b>Specific equipment required</b>	2 decent black pens
	No texts allowed in the exam

Topic	Specific Area	Tick when revised
<b>Modern novel</b>	The main characters and their roles within the book. Learn three quotations for each character.	
<b>Modern novel</b>	The main themes and an incident from the text where we see this theme displayed clearly. Learn a quotation for each theme.	
<b>Modern novel</b>	Make sure you have revised four key incidents from the story which are significant moments. Learn a quote for each incident.	
<b>Modern novel</b>	Openings and Endings. These are always important moments in a text – make sure you are totally secure about how the opening and the ending are linked and what effect they have on reader. Response to the story.	
<b>Modern novel</b>	The messages and ideas of the author. Why did he/she write the book? What aspect of the story particularly interested the author? Where in the text can we evidence these key ideas?	
<b>Modern novel</b>	Context – what was going on in the world when the story was written? Did this affect the way the author wrote the book? What other important ideas about humanity or society does the novel or play explore?	
<b>Poetry</b>	Poems which present ideas about conflict – you need to revise these and learn as many quotations as you can.  <u>Key Poems to revise:</u> War Photographer + 4 quotations Exposure + 4 quotations Bayonet Charge + 4 quotations Kamikaze + 4 quotations Charge of the Light Brigade + 4 quotations Remains + 4 quotations Poppies + 4 quotations	
<b>KEY WORDS:</b> Author, reader, impact, effect, depicts, portrays, explores, examines, conveys, connotes, reveals, SPECIFICALLY through metaphor, simile, image, powerful phrase, rhythm, pace, verse, stanza, enjambment, caesura, end-stopped lines, voice, tone, mood, image, scene, setting, journey, opening, ending, context. However, whereas, on the other hand, likewise, both.		

## Where to find revision material

Your modern text needs to be re-read – dip into it at various points.  
 Your poetry anthology contains the annotated poems you need to learn for the exam.  
 Your exercise book contains all your notes and work on the set modern text.  
 Online Resources: Mr Bruff, Stacey Reay, BBC Bitesize, Oaklands Facebook English

## FOOD PREPARATION AND NUTRITION

<b>Subject</b>	Food Preparation and Nutrition (FPN) Eduqas
<b>Length of exam or exams</b>	1 hour 45 minutes
<b>Specific equipment required</b>	Pens and pencil

<b>Topic</b>	<b>Specific Area</b>	<b>Tick when revised</b>
<p><b>Bread, cereals, flour, oats, rice, potatoes, pasta</b></p> <p><b>Fruit and vegetables (fresh, frozen, dried, canned and juiced)</b></p> <p><b>Milk, cheese and yoghurt</b></p> <p><b>Meat, fish, poultry, eggs</b></p>	<p>This is required <b><u>for each commodity</u></b></p> <p>Features and characteristics of each commodity with reference to their correct storage to avoid food contamination</p> <p>The working characteristics of each commodity, with reference to the skill group and techniques, eg. when subjected to dry/moist methods of cooking</p> <p>The origins of each commodity</p>	
<p><b>Macronutrients and Micronutrients</b></p>	<p>The definition of macronutrients and micronutrients and the role of macronutrients and micronutrients in human nutrition</p> <p>(i) protein (ii) saturated fats, monounsaturated fats, polyunsaturated fats and essential fatty acids (iii) carbohydrates</p> <p>Each named macronutrient and micronutrient: the specific function, the main sources, dietary reference value AND the consequences of malnutrition (over and under) to know and understand the dietary value of:</p> <p>(i) water (ii) dietary fibre (NSP)</p>	
<p><b>Diet and Good Health</b></p>	<p>Recommend guidelines for a healthy diet</p> <p>Plan a balanced diet for:</p> <p>(i) a range of life-stages. (ii) individuals with specific dietary needs (iii) individuals with specific lifestyle needs to include vegetarians: lacto-ovo, lacto, vegan, and those with religious beliefs that affect choice of diet, to include Hindu, Muslim, Jewish (iv) individuals requiring high energy needs.</p>	

<p><b>The science of food</b></p> <p><b>The effect of cooking on food</b></p> <p><b>Food spoilage</b></p>	<p>Why food is cooked, to include, digestion, taste, texture, appearance and to avoid food contamination</p> <p>Food safety principles when buying, storing, preparing and cooking food.</p> <p>The signs, symptoms, risks and consequences of inadequate/unacceptable food hygiene practices.</p>	
<p><b>Where food comes from</b></p> <p><b>Food provenance</b></p> <p><b>Food manufacturing</b></p>	<p>Food Miles impact on the carbon footprint, buying foods locally.</p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>(i) Primary stages of processing and production</li> <li>(ii) Secondary stages of processing and production</li> </ul>	
<p><b>Cooking and food preparation</b></p> <p><b>Factors affecting food choice</b></p>		

**Where to find revision material**

The E-Text book <http://www.illuminate.digital/edugasfood/>  
 Teams Files class materials

## FRENCH

<b>Subject</b>	French
<b>Length of exam or exams</b>	<b>Listening:</b> F 35m/H45m; <b>Reading:</b> F 45m/H1h. <b>Writing:</b> F1h/H1h15m; <b>Speaking:</b> F9m/ H12 m role play, photo card and general conversation
<b>Specific equipment required</b>	Black pen.

Topic	Specific Area	Tick when revised
<b>Family and friends</b>	Talking about friends and what makes a good friend.	
	Talking about family relationships.	
	Making arrangements to go out.	
	Describing a night out with friends.	
	Talking about your life when you were younger.	
<b>Free time</b>	Discussing role-models.	
	Talking about sports.	
	Talking about your life on-line.	
	Talking about books and reading.	
<b>Daily routine</b>	Talking about TV and cinema.	
	Describing your daily life.	
	Talking about food for special occasions.	
<b>Home and local area</b>	Describing family celebrations.	
	Describing festivals and traditions.	
	Talking about your town and region	
	Discussing plans and the weather	
<b>Grammar</b>	Discussing what to see and do.	
	Describing community projects	
	Adjectives	
	The present tense of regular and irregular verbs.	
	Reflexive verbs in the present tense.	
	The near future.	
	The future tense.	
	The perfect tense.	
	The imperfect tense.	
	Comparative and superlative structures.	
	Depuis + present tense	
	Direct object pronouns	
Asking questions with the “tu” and “vous” forms.		
The pronoun “y”		
Questions with “quel/quelle/quels/quelles)		

### Where to find revision material

Vocabulary lists modules 1-4

ActiveLearn tasks for Modules 1-4: <https://www.pearsonactivelearn.com/app/Home>

Your exercise books.

Resources on Teams.

Good websites for vocabulary are Memrise and Quizlet.

CGP Revision Guide available from the Finance Office.

Past papers: <https://www.aqa.org.uk/subjects/languages/gcse/french-8658/assessment-resources>

# GEOGRAPHY

<b>Subject</b>	Geography
<b>Length of exam</b>	1 hour 15 minutes
<b>Specific equipment required</b>	Pen, pencil, calculator

<b>Topic</b>	<b>Specific Area</b>	<b>Tick when revised</b>
<b>The Living World (Ecosystems)</b>	The distribution of the world's ecosystems	
	Deserts - location	
	Deserts – opportunities and challenges for development (The Thar Desert case study)	
	Climate of tropical rainforests	
	Plant and animal adaptations in tropical rainforest	
	Causes of deforestation	
	Effects / impacts of deforestation (social, economic and environmental)	
	Tropical rainforests – sustainable management strategies	
<b>Urban Issues and Challenges</b>	Urbanisation – patterns – what has happened to the world's urban population?	
	Causes of urbanisation	
	Opportunities for people in urban areas (LICs or NEEs) – Lagos case study	
	Rural-urban fringe	
	London case study – opportunities and challenges	
	Urban sprawl – causes and impacts	
	Sustainable transport – Curitiba case study	

## Where to find revision material

Use your exercise books

Revision guides on school website (Geography section)

Use <http://www.bbc.co.uk/schools/gcsebitesize/geography/> to access some revision material/notes

Purchase New Grade 9-1 GCSE Geography AQA Revision Guide ISBN: 978 1 78294 610 6



# HISTORY

<b>Subject</b>	History
<b>Length of exam</b>	2 hours
<b>Specific equipment required</b>	

<b>Topic</b>	<b>Specific Area</b>	<b>Tick when revised</b>
	<b><u>America, 1920-1973: Opportunity and Inequality</u></b>	
<b>American people &amp; the 'Boom'</b>	The position of women in society, including flappers. The causes of racial tension, the experiences of immigrants and the impact of immigration.	
<b>Bust-Americans' experiences of the Depression and the New Deal</b>	American society during the Depression: unemployment; farmers; businessmen; Hoover's responses and unpopularity; Roosevelt's election as president. The impact of the Second World War: America's economic recovery; Lend Lease; exports; social developments, including experiences of African-Americans and women.	
<b>KEY WORDS</b> (not an exhaustive list): Republican Party Policies, Laissez Faire, Over production, immigration, Flapper, Communist, Red Scare, Great Depression, Democratic Party, New Deal.		
	<b><u>Conflict and tension between East and West, 1945–1972</u></b>	
<b>The origins of the Cold War</b>	The end of WWII and the beginning of the Cold War: the effects of dropping the Atomic Bomb on post-WWII super-power relations (USA v USSR); the ideologies of capitalism and communism. Yalta and Potsdam conferences and the division of Germany into east and west. The iron curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; the Truman Doctrine and the Marshall Plan and the Soviet response; 1948-9 Berlin Blockade and Airlift.	
<b>The development of the Cold War</b>	The U2 Crisis and its effects on the Paris Peace Summit and the peace process.	
<b>Transformation of the Cold War</b>	The Berlin Wall 1961: why and how was it built; the effects of the Berlin Wall on the Cold War.	
<b>KEY WORDS</b> (not an exhaustive list): Communism, Capitalism, Democracy, Cold War, Containment, Truman Doctrine, Iron Curtain, Marshall Plan, Berlin Blockade.		

## Where to find revision material

All students have two exercise books (one for the USA & one for the Cold War).  
All students also have an online copy of the text book Understanding the Modern World.  
There are revision materials on Microsoft Teams.

## MATHS

Subject	Maths
Length of exam	Two exams, both 1 hour 30 minutes
Specific equipment required	Pencil, ruler, scientific calculator, protractor, compass

### Tier entry

Sets 4 and 5 – Your assessment will be the **foundation topics**, which offers up to a grade 5.

Sets 1 and 2 – Your assessment will be the **higher tier topics**, which offers up to a grade 9.

**Set 3 students should discuss with their teacher whether they are completing the higher or foundation tier paper.**

	Topic	MathsWatch Clip
<b>Foundation Paper 1 - Calculator</b>	Time	6
	Money Problems	22b
	Simplifying algebraic expressions	33
	Area of rectangles	53
	Frequency trees	57
	Ordering fractions, decimals and percentages	58
	Averages and Range	62
	Fraction of an amount	72
	BIDMAS	75
	Calculator skills	77
	Prime Numbers	78
	Standard Form	83
	Percentage of an amount	86
	Factorising expressions	94
	Quadratic graphs	98
	Share by a ratio	106
	Percentage change	109
	Reverse percentages	110
	Area of circles	117
	Parallel lines	120
Scatter diagrams	129	
Upper and lower bounds	132	
Solving linear equations	135	
Solving inequalities	139	
Column vectors	174	

	Topic	MathsWatch Clip
<b>Foundation Paper 2 - Non-Calculator</b>	Bar chart	15
	Decimal calculations	17-18
	Inverse proportion	21
	Money problems	22a
	Transformations	48-50
	Area of a triangle	54
	Fraction calculations	71-75
	Fractions of an amount	72
	Prime factors	78
	Standard Form	83
	Percentage of an amount	86
	Expanding brackets	93
	Rearrange equations	101
	Share by a ratio	106
	Bearings	124
	Relative frequency	125
	Pie chart	128
	Solving linear equations	135
	Angle bisectors	145
	Solving quadratic equations	157
Equation of a straight line	159	
Trigonometry	168	

	Topic	MathsWatch Clip
<b>Higher Paper 1 - Calculator</b>	Standard Form	83
	Percentage of an amount	86
	Substitution	95
	Quadratic graphs	98
	Percentage change	109
	Reverse percentages	110
	Circumference	118
	Parallel lines	120
	Angles in polygons	123
	Scatter diagrams	129
	Upper and lower bounds	132
	Expanding brackets	134
	Solving inequalities	139
	Pythagoras	150
	Factorise quadratics	157
	Pyramids and spheres	169-170
	Circle Theorems	183
	Algebraic proof	193
	Growth and decay	194
	Equations of circles	197
Direct proportion	199	
Conditional probability	204	
Algebraic fractions	210	

	Topic	MathsWatch Clip
<b>Higher Paper 2 - Non-Calculator</b>	Decimal calculations	17-18
	Inverse proportion	21
	Powers	29
	Fraction calculations	71-75
	Standard Form	83
	Percentage of an amount	86
	Estimation	91
	Expanding brackets	93
	Substitution	95
	Percentage change	109
	Relative frequency	125
	Venn diagrams	127
	Pie chart	128
	Index notation	131
	Distance Time Graphs	143
	Loci	146
	Arc length	149
	Solving quadratic equations	157
	Equation of a straight line	159
	Trigonometry	168
	Exact trig ratios	173
	Recurring decimals	177
Iteration	180	
Equations of circles	197	
Conditional probability	204	
Surds	207	
Perpendicular lines	208	

### Where to find revision material

<https://vle.mathswatch.co.uk/vle/>

<https://www.physicsandmathstutor.com/maths-revision/gcse-questions-ocr/>

<https://www.physicsandmathstutor.com/past-papers/gcse-maths/>

<https://www.mathsgenie.co.uk/gcse.html>

<https://www.mathsgenie.co.uk/OCRpapers.html>

<https://corbettmaths.com/contents/>

## MEDIA STUDIES

<b>Subject</b>	Media Studies
<b>Length of exam</b>	1 hour 30 minutes
<b>Specific equipment required</b>	Black pen/source booklet

<b>Topic</b>	<b>Specific Area</b>	<b>Tick when revised</b>
<b>Newspaper</b>	Cover terminology, cover of Pride Magazine	
<b>Advertising</b>	Advertising terminology and industry, set products (Quality Street)	
<b>Film</b>	Industry facts and figures for James Bond, set product (Spectre poster)	
<b>Music Industry/Social Media</b>	n/a	
<b>TV</b>	The BBC, Luther Set episode and Industry theories	
<b>KEY WORDS:</b> Audience, Institution, Language, Representation (see all key word glossaries from lessons)		

### Where to find revision material

Folders, set text booklets, Class folder notes, Teams revision notes

Online [Eduqas Digital Educational Resources](#)

# MUSIC

<b>Subject</b>	Music
<b>Length of exam</b>	1 hour – 1 hour 15 (depending on musical extracts)
<b>Specific equipment required</b>	Listening Exam - CD

Topic	Specific Area	Tick when revised
<b>The Concerto through Time</b>	Baroque Concerto, Classical Concerto <i>(You do not need to revise Romantic for this exam)</i> Tempo and structure of movements. Meaning of Cadenza and where it would be found. Understand ornaments and key signatures. Recognition of Instruments – sound, Instrumental techniques. Italian speed and dynamic terms	
<b>Rhythms of the World</b>	Caribbean Calypso, African Music, the music of Greece, Palestine and Israel. Instruments used and key elements of the styles <i>(You do not need to revise Classical Indian, Bhangra, Samba for this mock)</i>	
<b>Film Music</b>	Describe what you hear and link it to the story – how does the music convey the scene? Name instruments. Use of Classical Music in films	
<b>Pop and Rock</b>	Rock Ballads, Rock Anthems, Structure of a song, singing techniques, uses of music technology	
<b>KEY WORDS:</b>  All keywords related to MADTSHIRTS including:  Baroque, Polyphonic, Bach, Vivaldi, 1600-1750, harpsichord, ripieno, Concerto, Classical Period, Mozart, Haydn, Beethoven, score, motif, feature, Solo, Accompaniment, Imitate, 1750-1820, Mozart, Haydn, cadenza, trill, virtuoso passages, scalic, melody, allegro, adagio, dialogue, orchestra, theme, strings, percussion, woodwind, brass. TEXTURE – monophonic, homophonic, polyphonic, antiphony, unison, call and response, unison octaves, ARTICULATION – staccato, legato, pizzicato, arco, tremolo, accent, sforzando, tongued, slurred, DYNAMICS – pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo, crescendo, decrescendo, diminuendo, TEMPO – largo, adagio, moderato, andante, allegro, presto, vivace, STRUCTURE – intro, instrumental, verse, chorus, bridge, outro, cadenza, groove, TONALITY – major, minor, MUSIC TECHNOLOGY – panning, multitracking, drum loops, distortion, Synthesiser, drum machine, mixing desk, sequencer, multitracking, overdubbing, amplification, sampler, sampling, scratching, DJ, decks, looping, groove, MIDI, compute, Digital effects, (FX), reverb, echo, distortion, attack, delay, Vocoder, quantising, Remix, collage, overlay MELODIC AND COMPOSITIONAL DEVICES - repetition, sequence, imitation, ostinato, inversion, riff, Improvisation/improvised, Dialogue, question and answer phrases, call and response, Walking bass, Fills, stabs, Hook - ORNAMENTS – trills, grace notes, mordents, turns,		

## Where to find revision material

Teams – Knowledge Organisers and Study guides have been given for each for each topic. Online versions can be located in the FILES section, in the folder titled REVISION HELP.

BBC Bitesize : <http://www.bbc.co.uk/education/subjects/zpf3cdm>

DSO Kids: <https://www.mydso.com/dso-kids/learn-and-listen> <https://www.mydso.com/dso-kids/learn-and-listen/instruments>

Presentations on YouTube by RSA Academy for all topics – eg. – [AoS 2 - Baroque Features - YouTube](#) The Concerto Through Time, Calypso. The music of Greece, Palestine and Israel. Pop Ballads, Rock + Roll, Rock Anthems

Presentations on Youtube by Flipping Fantastic – search “OCR GCSE Music.” Eg. [OCR GCSE Music Virtual Textbook AoS 3 - 1. Indian Music - YouTube](#)

Presentations on YouTube by HayesMusicDepartement search OCR GCSE Music eg. [AoS2 Concerto Through Time revision - YouTube](#)



# PE

<b>Subject</b>	Physical Education
<b>Length of exam</b>	1 paper (1 hour)
<b>Specific equipment required</b>	

<b>Topic</b>	<b>Specific Area</b>	<b>Tick when revised</b>
<b>1.1 Applied anatomy and physiology</b>	Location of major bones	
<b>1.1 Applied anatomy and physiology</b>	Functions of the skeleton	
<b>1.1 Applied anatomy and physiology</b>	Types of synovial joint	
<b>1.1 Applied anatomy and physiology</b>	Types of movement at hinge joints and ball and socket joints	
<b>1.1.b. The structure and function of the muscular system</b>	Location of major muscle groups	
<b>1.1.b. The structure and function of the muscular system</b>	The roles of muscle in movement	
<b>1.1.d. The cardiovascular and respiratory systems</b>	Structure and function of the cardiovascular system	
<b>1.1.d. The cardiovascular and respiratory systems</b>	Structure and function of the respiratory system	
<b>1.1.d. The cardiovascular and respiratory systems</b>	Aerobic and anaerobic exercise	
<b>1.1.e. Effects of exercise on body systems</b>	Short and long-term effects of exercise on cardiovascular, muscular and respiratory systems	
<b>KEY WORDS:</b> Use Cornell notes in exercise book		

## Where to find revision material

<http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/>

<https://www.oaklandscatholicschool.org/curriculum/subject-areas/physical-education/>

# PHOTOGRAPHY

<b>Subject</b>	Photography
<b>Length of exam or exams</b>	5 hours
<b>Specific equipment required</b>	Cameras, computers

<b>Topic</b>	<b>Specific Area</b>	<b>Tick when revised</b>
<b>Photosculpture</b>	Artists' research Cubism, Mike Roles, Brno Del Zou	
<b>Visual Elements</b>	Composition	
	Line	
	Tone	
	Shape	
	Space	
	Viewpoints	
<b>Shutter Speed</b>	Revise the effects of shutter speed on a photograph	
<b>Aperture</b>	Revise the effects of different aperture sizes from low numbers to high numbers.	
<b>ISO</b>	Revise the effects of different ISO settings from low numbers to high numbers.	
<b>Lighting</b>	Revise the effects of different lighting and the outcomes on portraiture.	

## Where to find revision material

[www.oaklandsphotography.weebly.com](http://www.oaklandsphotography.weebly.com)

# RE

<b>Subject</b>	Religious Education
<b>Length of exam</b>	1 hour 45 minutes
<b>Specific equipment required</b>	Black ink pen/biro

Topic	Specific Area	Tick when revised
<b>Catholic Christianity:</b>	<b>Pages refer to AQA B Catholic Christianity Kerboodle text book (school code for Kerboodle is xdc6)</b>	
Key beliefs	One God as a <b>Trinity</b> of persons: Father, Son and Holy Spirit, as expressed in the <b>Nicene Creed</b> ; (pp 72-73)	
	The <b>scriptural origins</b> of the belief in the Trinity and its development in the <b>Council of Nicaea</b> . (pp 70-71 & 81)	
	Creation: <b>Biblical accounts of creation</b> (Genesis 1 and 2) and their significance for an understanding of the <b>nature of God</b> (pp14 - 17)	
	Creation: Biblical accounts of creation (Genesis 1 and 2) and their significance for an understanding of the <b>dignity of human beings</b> (pp18 - 19)	
	Creation: Biblical accounts of creation (Genesis 1 and 2) and their significance for an understanding of <b>humanity's relationship with creation</b> . (pp28 – 29)	
	<b>Different Christian beliefs about creation</b> . (pp24 – 25)	
	<b>Incarnation</b> : the belief in Jesus as incarnate Son, divine Word, both fully God and fully human and the scriptural origins of this belief. (pp36 – 39)	
	<b>Redemption</b> : the significance of the life, <b>death, resurrection and ascension of Jesus</b> for Catholics. (pp98 – 99)	
	Redemption: the significance of the life, death, resurrection and ascension of Jesus for Catholic beliefs about salvation and grace. (pp96 – 97 & 100)	
	Beliefs about <b>life after death: resurrection, judgement, heaven, hell and purgatory</b> . (pp 149 – 153)	
Seven Sacraments	The meaning and significance of 'sacrament' and the importance of the sacramental nature of reality. (pp 56 – 57)	
	<b>The names, meanings and effects of the seven sacraments:</b>	
	<b>Baptism and Confirmation</b> (pp 58 – 59 and Class notes)	
	The <b>Eucharist</b> : its status as 'the source and summit of Christian life'; different Christian views about its meaning and importance. (pp 58 – 59 and Class notes)	
	<b>Reconciliation and Anointing of the Sick</b> (pp 58 – 59 and Class notes)	
	<b>Matrimony and Holy Orders</b> (pp 58 – 59 and Class notes)	

<b>Catholic Christianity: Practices</b>		
Worship	<b>Prayer:</b> (pp 84 – 87) <ul style="list-style-type: none"> <li>• prayer as 'the raising of the mind and heart to God'</li> <li>• formal prayers and informal prayer, including different views about their relative importance</li> <li>• the meaning and importance of the <b>Lord's Prayer</b>. (pp 122 – 123)</li> </ul>	
	The role and importance of forms of popular piety including the <b>Rosary</b> and the <b>Stations of the Cross</b> . (Class notes and pp 116 - 117)	
	The role and importance of <b>pilgrimage</b> , including a study of one place of Roman Catholic pilgrimage, and different Christian views about the importance of pilgrimage. (pp 116 - 119)	
	The <b>funeral rite</b> and its significance. (pp162 – 163)	
The work of the Church	Catholic beliefs about the essential <b>duty to 'love our neighbour'</b> in concrete ways locally, nationally and globally (pp134 – 135)	
	Catholic beliefs about the essential duty to 'love our neighbour' in concrete ways locally, nationally and globally are reflected in <b>Catholic social teaching</b> (pp 328 – 329)	
	Catholic beliefs about the essential duty to 'love our neighbour' in concrete ways locally, nationally and globally are reflected in <b>Gaudium et Spes paragraph 26</b> (pp 318 – 319)	
	Catholic teaching on <b>justice, peace and reconciliation</b> (pp 124 – 125)	
	The work of Catholic agencies including <b>CAFOD</b> , Trocaire, <b>Missio</b> . (pp 332, 135 and class notes)	
	The meaning and significance of <b>mission and evangelism</b> for Catholics today, globally and in Great Britain, both nationally and locally. (pp 120 – 121 and class notes)	
	The aims and importance of the <b>Society of Saint Vincent de Paul</b> (SVP). (pp 134 – 135)	
	The aims and importance of either the Corrymeela community or <b>Pax Christi</b> . (Class notes)	
<b>KEY WORDS:</b>		
Do you know the meaning of the words in bold print above?		

### Where to find revision material

Youtube videos (Mr McMillan):

Creation - [https://www.youtube.com/watch?v=IM\\_Kpg\\_Xr60&list=PLO9sTSBHwEDbgl-bi6qMBMomXDI3DvsFE](https://www.youtube.com/watch?v=IM_Kpg_Xr60&list=PLO9sTSBHwEDbgl-bi6qMBMomXDI3DvsFE)

Incarnation - <https://www.youtube.com/watch?v=l8zs81Omhsc> and <https://www.youtube.com/watch?v=mAMtW9jp0xU>

Trinity in the Bible - <https://www.youtube.com/watch?v=BKQgYYHHqxQ>

Trinity in Church teaching - <https://www.youtube.com/watch?v=mbPtKWUJSuE>

- Introduction to Redemption - <https://www.youtube.com/watch?v=j0Gn2jbNX44>
- Life after death - [GCSE RE Catholic Christianity - Life After Death | By MrMcMillanREvis - YouTube](#)
- Mind-maps and revision worksheet given in class (and on Class Charts/Teams)
- Notes in own student exercise book
- Seneca (GCSE, Religious Studies, AQA A Religions, Catholic Christianity)

Topic	Specific Area	Tick when revised
<b>Judaism: Beliefs &amp; Teachings</b>	<b>Pages refer to AQA B Catholic Christianity Kerboodle text book (school code for Kerboodle is xdc6)</b>	
Key beliefs	The <b>nature of God</b> : <ul style="list-style-type: none"> <li>• God as one</li> <li>• God as Creator</li> <li>• God as Law-Giver and Judge, loving and merciful. (pp212 – 216)</li> </ul>	
	The <b>divine presence</b> (Shekhinah). (p 217)	
	Beliefs about <b>life after death</b> , including judgement and resurrection. (pp218 – 219)	
	The nature and role of the <b>Messiah</b> , including different views on the role and importance of the Messiah. (pp 220 – 221)	
Covenant & Mitzvot	The promised land and the <b>Covenant with Abraham</b> , Genesis 12:1-3. (pp 222 – 223)	
	The <b>Covenant at Sinai</b> and its importance including the role of Moses and the Ten Commandments, Exodus 20:1-17. (pp 224 – 225)	
	<b>Key moral principles</b> including justice, <b>healing the world, charity and kindness to others</b> . (pp 226 – 227)	
	The importance of the <b>sanctity of human life</b> , including the concept of 'saving a life' ( <b>Pikuach Nefesh</b> ). (pp 228 – 229)	
	The relationship between <b>free will and the 613 mitzvot</b> . (pp 23 – 231)	
	<b>Mitzvot between man and God and mitzvot between man and man</b> , including the difference between them and their importance. (p231)	
<b>Judaism: Practices</b>		
Worship and the synagogue	The <b>synagogue</b> and its importance. (pp234 – 235)	
	The design and religious features of synagogues including <b>bimah</b> (reading platform), <b>aron hakodesh</b> (ark), <b>ner tamid</b> (ever burning light) and associated practices; (pp 236 – 237)	
	<b>Differences between Orthodox and Reform synagogues</b> . (pp236 – 237)	
	Public acts of worship including: (pp238 – 239) <ul style="list-style-type: none"> <li>• <b>synagogue services</b> in both Orthodox and Reform synagogues</li> <li>• the significance of prayer, including the <b>Amidah</b>, the standing prayer. (pp 240 – 241)</li> </ul>	
	<b>Shabbat in the home and synagogue</b> and its significance. (pp242 – 245)	
	<b>Worship in the home and private prayer</b> . (p 246)	
	<b>Tenakh</b> (the written law) and <b>Talmud</b> (the oral law), and their study, use and significance in daily life. (pp 246 – 247)	

Family life and festivals	Rituals and their significance:	
	Ceremonies associated with birth including <b>Brit Milah</b> .(pp 248 – 249)	
	<b>Bar and Bat Mitzvah</b> (pp 250 – 251)	
	the <b>marriage</b> ceremony (pp 252 – 253)	
	<b>Mourning rituals</b> . (pp 254 – 255)	
	<b>Dietary laws</b> and their significance, including different Jewish views about their importance. <b>Kosher</b> and <b>trefah</b> Separation of milk and meat. (pp 256 – 257)	
	Festivals and their importance for Jews in Great Britain today, including the origins and meaning of: <b>Rosh Hashanah</b> and <b>Yom Kippur</b> (pp 258 – 259) <b>Pesach</b> (pp 260 – 261)	
<b>KEY WORDS:</b>		
Do you know the meaning of the words in bold print above?		

#### Where to find revision material

Kerboodle AQA B Textbook pp 212-263

Mindmaps and worksheet given in class as well as on Classcharts/Teams

Own notes in student exercise books

Seneca (GCSE, Religious Studies, AQA A Religions, Judaism)

Youtube video lessons: [Nature of God. Judaism Beliefs and Teachings AQA GCSE. Lesson 1 - YouTube](#)

## SCIENCE

<b>Subject</b>	AQA Combined Science/Trilogy (double award)
<b>Length of exam</b>	3x 75 minutes. Students will sit three exams in Biology, Chemistry and Physics at either higher or foundation tier.
<b>Specific equipment required</b>	Pen, spare pen, pencil, ruler, eraser, calculator

<b>Subject</b>	AQA Triple Science (Biology, Chemistry and Physics)
<b>Length of exam</b>	3 x 105 minutes. Students will sit three exams in Biology, Chemistry and Physics, all higher tier.
<b>Specific equipment required</b>	Pen, spare pen, pencil, ruler, eraser, calculator

Topic	Specific Area	Tick when revised
<b>Biology Unit 1</b>		
<b>B1</b>	Cell structure and transport	
<b>B2</b>	Cell division	
<b>B3</b>	Organisation and the digestive system	
<b>B4</b>	Organising animals and plants	
<b>B5</b>	Communicable diseases	
<b>B6</b>	Preventing and treating disease	
<b>B7</b>	Non-communicable diseases	
<b>B8</b>	Photosynthesis	
<b>B9</b>	Respiration	
KEY WORDS: Highlighted in the text book.		

Topic	Specific Area	Tick when revised
<b>Chemistry Unit 1</b>		
<b>C1</b>	Atomic structure	
<b>C2</b>	The Periodic Table	
<b>C3</b>	Structure and bonding	
<b>C4</b>	Chemical calculations	
<b>C5</b>	Chemical changes	
<b>C6</b>	Electrolysis	
<b>C7</b>	Energy changes	
KEY WORDS: Highlighted in the text book.		

Topic	Specific Area	Tick when revised
<b>Physics Unit 1</b>		
<b>P1</b>	Conservation and dissipation of energy	
<b>P2</b>	Energy transfer by heating	
<b>P3</b>	Energy resources	
<b>P4</b>	Electric circuits	
<b>P5</b>	Electricity in the home	
<b>P6</b>	Molecules and matter	
<b>P7</b>	Radioactivity	
KEY WORDS: Highlighted in the text book.		

## Where to find revision material

- **Teams**  
'Y10 Science Revision 2023' group is a good place to start with revision plans, past papers and many other resources.
- **Revision guides**  
Available from Finance at foundation and higher tier
- **Kerboodle**  
[www.kerboodle.com](http://www.kerboodle.com)  
Biology, Chemistry and Physics for GCSE Combined Science: Trilogy text books. Look at the practice questions at the end of each chapter. These have been written to match the style of the AQA exam papers.
- **Seneca (revision videos and quizzes by topic)**  
[Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](http://www.senecalearning.com)
- **Physics & Maths tutor (mind maps, flashcards, practice Qs and mark schemes)**  
[Physics & Maths Tutor \(physicsandmathstutor.com\)](http://www.physicsandmathstutor.com)
- **Science Skool practice Qs and revision resources by topic**  
[Science Skool Homepage](http://www.science-skool.com)
- **MyGCSEScience**  
<https://www.youtube.com/playlist?list=PLsorq7UsrfYuQh785J72FDeraUMJxNOqj>  
<https://www.youtube.com/playlist?list=PLsorq7UsrfYsFLSgTetRVjzN6QYvf3jpC>  
<https://www.youtube.com/playlist?list=PLsorq7UsrfYvlzoB1sMqSYdy4KtH4eJC9>
- **BBC Bitesize**  
<http://www.bbc.co.uk/education/subjects/zrkw2hv>
- **Quizlet**  
<https://quizlet.com/subject/science/>
- **Memrise**  
<https://www.memrise.com/science/>
- **Get revising**  
<https://getrevising.co.uk/resources/level/gcse/subjects/science>



## SPANISH

<b>Subject</b>	Spanish
<b>Length of exam or exams</b>	<b>Listening:</b> F 35m/H45m; <b>Reading:</b> F 45m/H1h. <b>Writing:</b> F1h/H1h15m; <b>Speaking:</b> F9m/ H12 minute role play, photo card and general conversation
<b>Specific equipment required</b>	Black pen.

Topic	Specific Area	Tick when revised
<b>Family</b>	Describing people.	
	Saying how you get on with members of your family.	
<b>Holidays</b>	Saying how you normally spend your holidays, where, who with, what you do	
	Giving an account of a past holiday using the preterite and the imperfect.	
	Giving opinions on a past holiday.	
	Booking accommodation.	
<b>School</b>	Talking about school subjects and teachers.	
	Describing school facilities.	
	Describing the school uniform and the school day.	
	Talking about school rules and problems.	
	Comparing your secondary school (present) to your primary school (imperfect)	
<b>Free time</b>	Talking about sport. Saying what sports you used to do. (Imperfect or solía + infinitive)	
	Talking about what you usually do in your free time (eg: Suelo escuchar música)	
	Talking about social networks	
	Talking about TV programs and films.	
	Saying if it's better to watch films at home or at the cinema	
<b>Where you live</b>	Describing your city and region	
	Describing a visit on the past	
	Planning a visit to a city	
<b>Grammar</b>	Adjectival agreement.	
	Comparative and superlative sentences (Más que, menos que...)	
	Negatives (no, nada, nadie, nunca...)	
	Ser and estar.	
	The present tense of regular verbs.	
	The present tense of reflexive verbs.	
	The present tense of radical –changing verbs (Boot verbs. Eg: jugar - juego)	
	The preterite.	
	The imperfect.	
	The perfect tense ( He hablado)	
	The near future (Voy a + infinitive)	
	The future tense.	
	The conditional	

### Where to find revision material

ActiveLearn tasks for modules 1-4. <https://www.pearsonactivelearn.com/app/Home>

Your exercise books.

Your Knowledge organiser booklet

Modules 1-4 vocabulary lists.

Resources on Teams

CGP Revision Guide available from Finance Office

Good websites for vocabulary are Memrise and Quizlet.

Past Papers: <https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698/assessment-resources>





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