

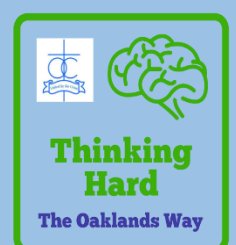
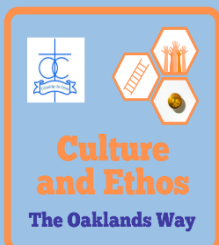
# Oaklands Catholic School

## Year 10 Revision Booklet Summer Term 2025



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

*Philippians: 4:13*



# Contents

<b>How to Start</b>	Page 3
<b>Revision</b>	Page 3
<b>When to Revise?</b>	Page 3
<b>Where to Revise?</b>	Page 4
<b>Plan Your Own Timetable</b>	Page 5
<b>Suggestions on how to Revise</b>	
Notes:       Timeline	Page 6
Foldable:   Flipper	Page 6
Foldable:   Fold-Out Strip	Page 7
Notes:       Wheel	Page 7
Recall:      Walk & Talk	Page 8
Notes:       Chunk It	Page 8
Notes:       Post-It Themes	Page 9
Recall:      Timed Write	Page 9
<b>Subject Revision Lists</b>	
Art (Fine Art)	Page 10
Business	Page 11
Computing	Page 13
Design and Technology	Page 14
Drama	Page 15
English	Page 16
Food Preparation and Nutrition	Page 17
French	Page 19
Geography	Page 20
History	Page 21
Maths	Page 22
Media	Page 24
Music	Page 25
PE	Page 27
Photography	Page 28
RE	Page 29
Science	Page 32
Spanish	Page 34
Textiles	Page 35

# 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.

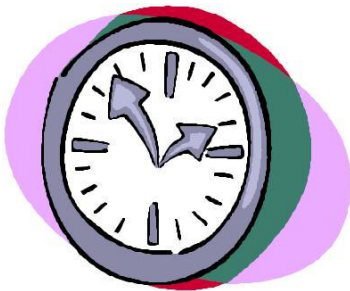
Make yourself a **revision timetable**.

- ☐ 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

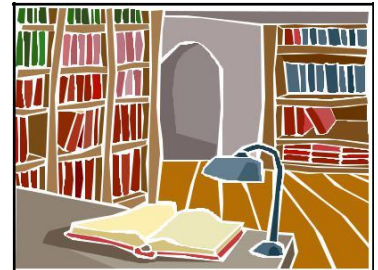


The ideal length to revise one topic is **25 to 45 minutes**.

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 half term, weekends and after school:



Day/Date	Session 1	Session 2	Session 3	Session 4

# Suggestions on how to Revise

## Notes: Timeline

### What?

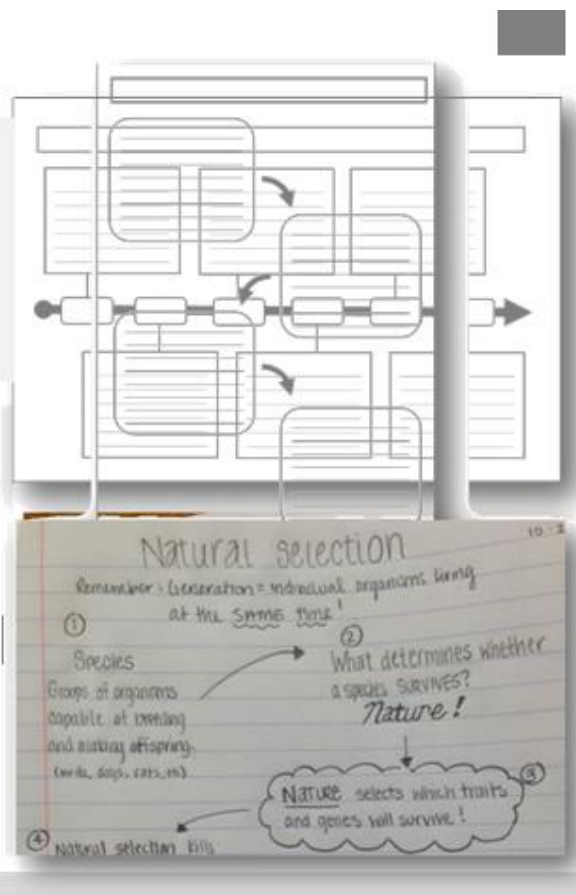
Single A4 page that can be used to draw a timeline for an event or a process

### 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?

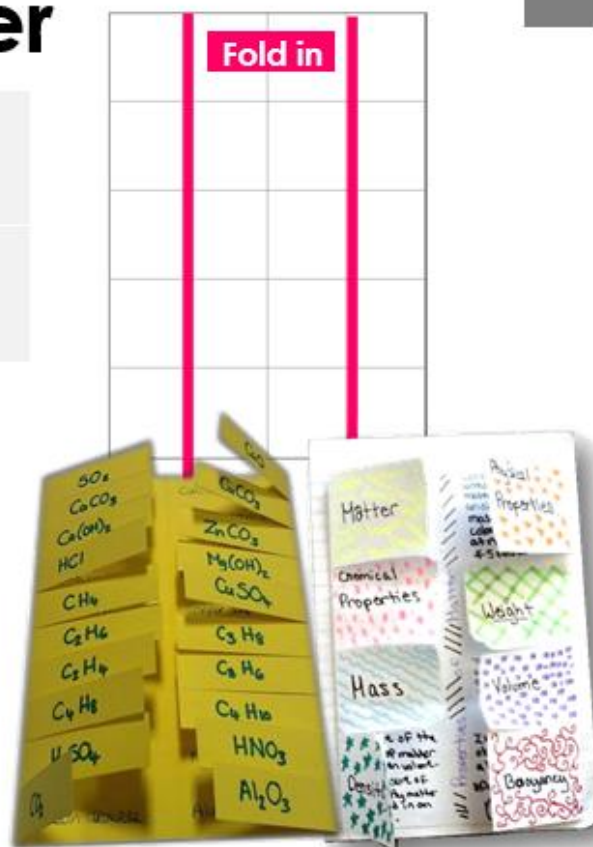
Single A4 page that can be folded to make a 'flipper' to stick in an exercise book.

### 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?

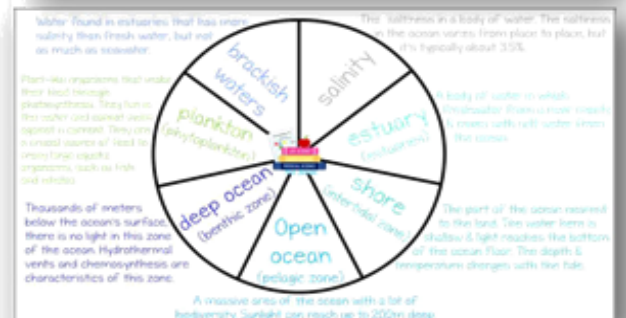
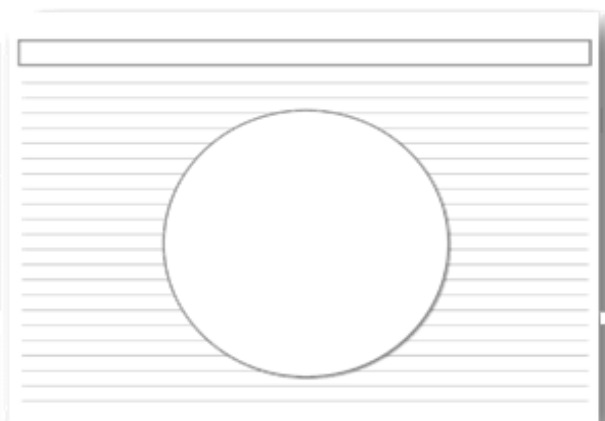
Single A4 page that can be used to create summary of related concepts in a topic.

## 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

A handwritten note on a piece of paper. The title is 'HOW TO MEMORIZE LISTS: Chunking' in red and black ink. Below the title, it says '1. The main idea behind chunking is breaking down long lists into smaller sections.'. Then it gives an example: 'Example: look at these numbers for 10sec and try to memorize them.' followed by the numbers '1492 1939 1861 1989 1917' in green. Below the numbers, it says 'Now BREAK THEM DOWN INTO GROUPS OF 4:'. Then the numbers are grouped: '1492 • 1939 • 1861 • 1989 • 1917'. Each number has an arrow pointing down to a historical event: '1492' points to 'Columbus arrives to the New World', '1939' points to 'Start of WWII', '1861' points to 'Start of the US Civil War', '1989' points to 'Fall of the Berlin Wall', and '1917' points to 'October Revolution in Russia'. At the bottom, it says '\* Tip: Break down bigger tasks into smaller chunks for easier learning.' and 'studyhack' is written in the bottom right corner.



# 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?

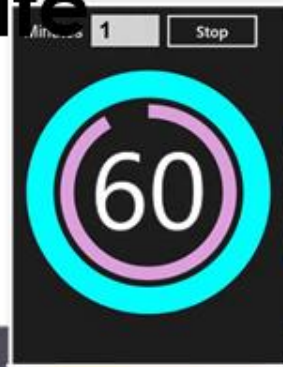
Test your recall of a topic by challenging yourself to do a 'one minute' write

## 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



## 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>		
<b>1.1.1</b> The dynamic nature of business	<ul style="list-style-type: none"> <li>Why &amp; How new business ideas come about.</li> </ul>	
<b>1.1.2</b> 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>	
<b>1.1.3</b> 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>		
<b>1.2.1</b> 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>	
<b>1.2.2</b> 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>	
<b>1.2.3</b> Market segmentation	<ul style="list-style-type: none"> <li>identifying market segments</li> <li>market mapping</li> </ul>	
<b>1.2.4</b> 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>		
<b>1.3.1</b> Business aims and objectives	<ul style="list-style-type: none"> <li>financial aims and objectives &amp; non-financial aims and objectives</li> </ul>	
<b>1.3.2</b> 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>	
<b>1.3.3</b> 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:	
<b>1.3.4</b> 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>		
<b>1.4.1</b> 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>	
<b>1.4.2</b> 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>	
<b>1.4.3</b> The marketing mix	<ul style="list-style-type: none"> <li>price, product, promotion, place - how the elements of work together.</li> </ul>	
<b>1.4.4</b> Business plans	<ul style="list-style-type: none"> <li>The role and importance of a business plan</li> </ul>	

Topic 1.5 Understanding external influences on business		
<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><u>NO CALCULATORS ALLOWED</u></b>

Topic	Specific Area	Tick when revised
<b>J277/01 Computer Systems</b>		
<b>Systems Architecture</b>	Clock speed, Cache size, Cores, Fetch-execute Embedded systems	
<b>Memory and Storage</b>	RAM, ROM, Volatility. Optical, Magnetic, Solid state, Capacity, Speed, Portability, Durability, Reliability, Cost. Binary, Hexadecimal, Addition, Images, Sound, ASCII/Unicode	
<b>Computer Networks, connections and Protocols</b>	Network protocols, Lan, Wan, Cloud. Standards, protocols, email.	
<b>Network Security</b>	Threats to computer systems and networks, identifying and preventing vulnerabilities	
<b>Systems Software</b>	Operating System, Utility software	
<b>Ethical, legal, cultural and environmental impacts of digital technology</b>	Impacts of digital technology on wider society Legislation relevant to Computer Science	
<b>J277/02 Computational Thinking, Algorithms and Programming</b>		
<b>Algorithms</b>	Searching, Sorting, Computational Thinking	
<b>Programming fundamentals</b>	Sequence, Iteration, Selection	
<b>Producing robust programs</b>	Defensive design and Testing	
<b>Boolean logic</b>	Simple Logic diagrams. Combining Boolean operators	
<b>Programming languages and Integrated Development Environments</b>	Characteristics and purpose of different levels of programming language Common tools and facilities available in an Integrated Development Environment (IDE)	

## Where to find revision material

<https://isaacomputerscience.org>

Text book - OCR GCSE Computer Science OCRJ277 PG OnLine

Revision guide – Clear Revise Computer Science J277

OnLine Revision – <https://eRevision.uk>

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

## DESIGN AND TECHNOLOGY

<b>Subject</b>	Design and Technology (Resistant Materials and Electronics)
<b>Length of exam or exams</b>	1 hour 30 minutes
<b>Specific equipment required</b>	Pen, pencil, protractor and calculator

Topic	Specific Area	Tick when revised
<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	
<b>Smart materials</b>	What they are and some examples	
<b>Industry and Enterprise</b>	Fairtrade, enterprise and crowdfunding	
<b>Sustainable Design</b>	Sustainability and ecological footprint in design	
<b>Mechanical Systems</b>	Mechanisms and levers	
<b>Evaluating Designs</b>	Product Analysis – ergonomics and aesthetics	
<b>Research</b>	Market Research (methods of collecting data)	
<b>Communicating ideas</b>	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 Resistant Materials or Electronics, you need a more in-depth knowledge of your subject area. This should include: <ul style="list-style-type: none"> <li>• Properties of some specific materials (for example properties of polystyrene or plywood)</li> <li>• Sources of materials (from raw material to a stock form). This would include details of how the material is processed.</li> <li>• Workshop methods of working with either resistant materials or electronics (shaping, joining, cutting and finishing)</li> </ul> How materials can be modified or enhanced.	

### Where to find revision material

Your book

Files on Teams

[ENGINEERING - DESIGN AND TECHNOLOGY \(technologystudent.com\)](https://www.technologystudent.com)

BBC Bitesize

[GCSE Design and Technology - AQA - BBC Bitesize](#)



## 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 Linda and Edward in Act 2 from pages 79-87. Consider costume and setting as well as the developing tension in the extract, plus the performance space used.	
<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 / SR / SL / US / USL / USR Acting style, costume and makeup, lighting, sound and set design	
<b>KEY WORDS:</b> Accent, audience, anti-climax, body language, centre-stage, character, characterisation, climax, cross-cutting, dialogue, diction, direct address, emphasis, energy, eye contact, facial expression, fourth wall, flashback, focus, gait, gesture, language register, level(s), marking the moment, mime, monologue, montage, narration, narrator, naturalistic/naturalism, non-naturalistic, off-stage, pause, physical theatre, pitch, plot, posture, proxemics, rehearse/rehearsal, response, scenario, scene, script, sequence, slow motion, split-stage, still image, stylised/stylisation, status, tension, timing, volume.		

### 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

You have been given the section of the set text you need to use for revision in lesson.

## 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> Kamikaze + 4 quotations Ozymandias + 4 quotations War Photographer + 4 quotations Poppies + 4 quotations Remains + 4 quotations The Émigrée + 4 quotations	
<b>KEY WORDS:</b> Author, reader, impact, effect, depicts, portrays, explores, examines, conveys, connotes, accentuates, elucidates, insinuates, SPECIFICALLY through metaphor, simile, imagery, powerful phrase, rhythm, volta, pace, verse, stanza, enjambment, caesura, symbolism, voice, tone, mood, image, scene, setting, journey, opening, ending, context.  However, whereas, on the other hand, likewise, comparatively, contrastingly, similarly		

### 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, Get Revising, Quizlet.

## 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

Topic	Specific Area	Tick when revised
<b>Bread, cereals, flour, oats, rice, potatoes, pasta</b>  <b>Fruit and vegetables (fresh, frozen, dried, canned and juiced)</b>  <b>Milk, cheese and yoghurt</b>  <b>Meat, fish, poultry, eggs</b>	<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>	
<b>Macronutrients and Micronutrients</b>	<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: (i) water (ii) dietary fibre (NSP)</p>	
<b>Diet and Good Health</b>	<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>	

<b>The science of food</b> <b>The effect of cooking on food</b> <b>Food spoilage</b>	<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>	
<b>Where food comes from</b> <b>Food provenance</b> <b>Food manufacturing</b>	<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>	
<b>Cooking and food preparation</b> <b>Factors affecting food choice</b>		

#### 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 45m/H1h; <b>Reading:</b> F 45m/H1h. <b>Writing:</b> F1h15m/H1h20m; <b>Speaking:</b> F9m/ H12 m + 15m preparation
<b>Specific equipment required</b>	Black pen

Topic	Specific Area	Tick when revised
<b>Free time</b>	Talking about what you do online	
	Saying what you do to stay active	
	Talking about what you watch	
	Making plans to go out	
	Saying what you did last weekend	
	Taking part in an interview	
<b>Family and friends</b>	Talking about your identity	
	Talking about your weekend routine	
	Discussing friends and friendship	
	Talking about what people look like	
	Talking about positive role-models	
	Talking about celebrations	
<b>School life</b>	School life in French speaking countries	
	Talking about school subjects	
	Talking about school rules	
	Talking about making progress	
	Talking about what school used to be like	
	Talking about learning languages	
<b>Lifestyle and wellbeing</b>	Giving opinions about food	
	Talking about mealtimes	
	Talking about good mental health	
	Describing illness and accidents	
	Saying what you will do to improve	
	Talking about lifestyle changes	
<b>Grammar</b>	Adjectives	
	The present tense of regular and irregular verbs	
	Reflexive verbs in the present tense.	
	The near future.	
	The future and conditional tenses	
	The perfect tense	
	The imperfect tense	
	Comparative and superlative structures	
	The imperative	
	Direct object pronouns	
	Asking questions with the “tu” and “vous” forms	
	Negative sentences	
	Questions with “quel/quelle/quels/quelles)	

### Where to find revision material

Vocabulary lists modules 1-4  
 ActiveHub tasks for Modules 1-4  
 Your exercise books  
 Resources on Teams  
 Good websites for vocabulary are Memrise and Quizlet

## GEOGRAPHY

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

Topic	Specific Area	Tick when revised
<b>The Living World (Ecosystems)</b>	Food web – producers, consumers, decomposers	
	Biodiversity in tropical rainforest – why is it so high? Threats to biodiversity	
	Causes of deforestation in the tropical rainforest	
	How can we manage deforestation? Selective logging, international agreements, ecotourism	
	Hot deserts – location, climate and <b>soils</b>	
	Hot deserts – plant and animal adaptations (saguaro cactus, camel, fennec fox)	
<b>Urban Issues and Challenges</b>	Rural – urban migration - push and pull factors – examples	
	Lagos – national and international importance	
	Issues in LICs/NEEs cities – waste, pollution, crime – why are they difficult to manage?	
	Urban greening – what are the opportunities?	
	Sustainable cities - Water and energy conservation – East Village 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>	

Topic	Specific Area	Tick when revised
	<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><u>KEY WORDS</u></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><u>KEY WORDS</u></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

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

### Tier entry

Students in Johnson class will sit the Foundation paper, those in Lovelace, Hawking, Nightingale and Turing will sit the Higher tier paper.

If you are unsure, please discuss with your class teacher.

Foundation - Paper 1 Non-Calculator	Topic	MathsWatch Clip
	Ordering decimals	3
	Time	6
	Coordinates	8
	Factors, Multiples and Primes	28
	Rounding	31
	Best buy	41
	Rotation	49
	Two way tables	61
	Estimating answers	91
	Solving equations	135
	Enlargement	148

Foundation - Paper 2 Calculator	Topic	MathsWatch Clip
	Bar Charts	15
	Pictograms	16
	Money problems	22
	Recipe Problems	39
	Translation	50
	Ordering fractions	70
	BIDMAS	75
	Highest Common Factor	79
	Currency conversion	105
	Metric conversion	112
	Speed	142

Higher - Paper 1 - Non-Calculator	Topic	MathsWatch Clip
	Plans and Elevations	51
	Perimeters	52
	Finding a fraction of an amount	72
	Lowest Common Multiple	80
	Standard Form	83
	Estimating answers	91
	Finding the nth term	103
	Volume	119
	Expanding and simplifying	134
	Inequalities	138-139
	Compound units	142
	Enlargement	148
	Pythagoras with algebra	150b
	Simultaneous Equations	162
	Ratio	165
	Exact trigonometric values	173
	Boxplots	187

Higher - Paper 2 - Calculator	Topic	MathsWatch Clip
	Frequency Polygons	65b
	Reciprocals	76
	Product of primes	78
	Highest Common Factor	79
	Percentage of an amount	86
	Percentage Change	109
	Reverse Percentage Problems	110
	Metric conversion	112
	Cylinders	119
	Scatter diagrams	129
	Estimate for the Mean	130b
	Index notation	131
	Solving equations	135
	Inequalities	138-139
	Pythagoras	150
	Error intervals	155a
	Roots and turning points	160
	Triple Brackets	178
	Venn Diagrams	185
	Quadratic nth term	213

#### Where to find revision material

<https://vle.mathswatch.co.uk/vle/>  
<https://www.physicsandmathstutor.com/maths-revision/gcse-questions-edexcel/>  
<https://www.physicsandmathstutor.com/past-papers/gcse-maths/>  
<https://www.mathsgenie.co.uk/gcse.html>  
<https://www.mathsgenie.co.uk/papers.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

Topic	Specific Area	Tick when revised
<b>Newspapers</b>	Front cover and industries	
<b>Advertising</b>	Advertising terminology and industry, set products This Girl Can	
<b>Film</b>	Industry facts and figures for James Bond, set product No Time to Die poster	
<b>Music Industry/Social Media</b>	n/a	
<b>TV</b>	n/a	
<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

Revision Guide [WJEC/Eduqas GCSE Media Studies Revision Guide: Amazon.co.uk: Sheard, Hayley: 9781911208891: Books](#)

Student book [WJEC/Eduqas GCSE Media Studies: Student Book: Amazon.co.uk: Sheard, Hayley: 9781911208488: Books](#)

Seneca [Free Eduqas Media Studies GCSE Revision | Seneca \(senecalearning.com\)](#)

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>	

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 HayesMusicDepartment 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.c Movement Analysis</b>	Planes & Axes, Lever systems	
<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 The effects of exercise on the body systems</b>	Short and long term effects	
<b>2.1. Components of fitness</b>	Definitions, suitable tests and examples of sport where each components is important	
<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/>

[Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)

[OCR GCSE PE Past Papers - Revision World](#)

<https://www.thenational.academy/teachers/programmes/physical-education-secondary-ks4-gcse-ocr/units>

See Teams channel for further resources.

## 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 At least two research pages including image analysis of the Photographers' work Eg. Cubism, Mike Roles, Brno Del Zou	
	Photoshoots Contact sheets displayed and annotated	
	Chosen images with analysis and comparison	
	Responses to Photographers' work showing step by step of edits	
	Final Photoshoot and plan for Mock exam	
	Annotations of your work throughout the project to show development	
	Exam prep to be completed and brought in for exam, printed images and materials etc	

### Where to find revision material

Online  
Teams

<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 Eduqas Route B text book Component 1: Foundational Catholic Theology (Theme 1: Origins &amp; Meaning + Theme 2: Good &amp; Evil)</b>	
<b>THEME 1: Origins &amp; Meaning</b>	Catholic beliefs and teachings about the origin of the universe and the concept of creation <i>ex nihilo</i> as expressed in the writing of St Augustine (specifically <i>Confessions</i> XII, 7)	
	The relationship between Catholic views and other Christian views on the origin of the universe and the extent to which these conflict	
	The relationship between Catholic and non-religious views about the origins of the universe and of human beings (Stephen Hawking's theory of the Big Bang) and the extent to which these conflict	
	Comparison of scientific theory of evolution (Charles Darwin, Richard Dawkins), with Catholic beliefs about the purposeful creation of human beings; the extent to which creation and evolution are compatible, with reference to Pope John Paul II's <i>Message To The Pontifical Academy Of Sciences: On Evolution</i> (22 October 1996, paragraphs 3 & 4)	
	Catholic beliefs and teachings about the origin and sanctity of human life and the concept of <i>imago Dei</i> as expressed in the writings of St Catherine of Siena (specifically The Dialogue of St Catherine of Siena, of <i>Discretion</i> )	
	The relationship between Catholic views, other fundamentalist Christian views and non-religious views about the value of human life, including attitudes toward abortion	
	Humanist critiques of Catholic beliefs about sanctity of life issues (for example, Peter Singer's views on 'speciesism') and Catholic responses to these challenges	
<b>Beliefs: Creation</b>	Comparison of the first (Genesis 1:1-2:3) and second (Genesis 2:4-24) creation accounts, and their respective representations of God and human beings The significance of the Creation narratives with regards to Catholic beliefs about the nature of human beings and their relationship with creation A comparison of Catholic and Humanist beliefs on the importance of preserving the planet and the environment	
<b>Sources: The Bible</b>	The Catholic understanding of the nature of revelation and inspiration, with reference to the structure and origins of scripture and its literary forms Different Christian views on the literary form of Genesis and the significance of this for the interpretation of the accounts	
<b>Forms: Painting</b>	The meaning of Michelangelo's Creation of Adam in the Sistine chapel The extent to which Michelangelo's <i>Creation of Adam</i> expresses Catholic beliefs about creation, God and human beings	

<b>Forms:</b> Symbolism	The use of symbolism and imagery in Christian art, with particular reference to the Tree of Life Apse mosaic in San Clemente in Rome and the meanings of the symbols contained within it, for example, the Alpha and Omega, the Chi-Rho, lamb, dove and the four evangelists The symbol of cross as the tree of life with reference to the theology of Christ as the New Adam and how this is expressed in the San Clemente mosaic	
<b>Practices:</b> Loving and Serving in Catholic communities in Britain and elsewhere	The influence of the concept of <i>imago Dei</i> on Catholic Social Teaching about justice, peace and reconciliation, with reference to <i>Gaudium et Spes</i> 29 & 78 The importance of the role of the Catholic Church in inter-faith dialogue to promote understanding, respect, tolerance and harmony between the different religious and non-religious traditions in Great Britain, including: Christianity; Buddhism; Hinduism; Islam; Judaism; Sikhism; Humanism and Atheism The extent to which the work of one Catholic charity, such as CAFOD and one local charity, such as SVP, reflect Catholic beliefs about the dignity of human beings, the importance of loving one's neighbour, and respecting creation	
<b>THEME 2</b> Good & Evil	Catholic perspectives on the origin of evil: Original Sin and evil as a "privation", with reference to St Augustine, <i>The Enchiridion</i> (3.11) Alternative Christian and non-Christian views on the nature and origin of evil and the difference between moral and natural evil. Catholic beliefs about the relationship between God's goodness and the goodness of the created world Philosophical and non-religious challenges posed by belief in God's goodness, free will and the existence of evil and suffering The meaning of suffering and Catholic ambivalence towards it, with reference to the significance of Christ's suffering and death and Isaiah 53	
<b>Beliefs:</b> Trinity	The nature of the Trinity as expressed in the Nicene creed – One God in three persons: Father, Son and Spirit The biblical support for the doctrine and its historical development, with reference to the metaphorical explanation of the doctrine as a trinity of love, lover and beloved in St Augustine <i>De Trinitate</i> 8.10	
<b>Beliefs:</b> Incarnation	The meaning and significance of the belief in Jesus as Incarnate Son, divine Word, fully God and fully human; its scriptural origins with reference to John 1:1-18 and the kenosis hymn (Phil 2:5-11) The importance of the doctrine in framing Catholic responses to the Problem of Evil, with reference to Pope John Paul II, <i>Salvifici Doloris</i> 13 & 23	
<b>Sources:</b> Jesus and moral authority	The example and teaching of Jesus as the authoritative source for moral teaching, with reference to Jesus as the fulfilment of the law in Matthew 5-7 The existence of the Natural Law and conscience as evidence of God's goodness and the role of suffering in the development of the virtues	
<b>Forms:</b> Sculpture and Statuary	The meaning and significance of sculpture and statues to Catholic tradition and worship The importance of sculpture and statuary as an expression of Catholic beliefs about God's goodness and the meaning of human suffering, with reference to Michelangelo's <i>Pieta</i>	

<b>Practices:</b> Popular devotion as practised in Catholic communities in Britain and elsewhere	The meaning and significance of pilgrimage for Catholics as a response to human suffering, with particular reference to Lourdes Popular piety, such as the Rosary as a reflection on the meaning and significance of the Incarnation with particular reference to the Sorrowful Mysteries	
<b>KEY WORDS:</b>  Do you know the meaning of the key words: <div> <ul style="list-style-type: none"> <li>• conscience</li> <li>• evil</li> <li>• free-will</li> <li>• goodness</li> <li>• incarnation</li> <li>• Natural Law</li> <li>• privation</li> <li>• suffering</li> </ul> </div> <div> <ul style="list-style-type: none"> <li>• creation <i>ex nihilo</i></li> <li>• evolution</li> <li>• <i>imago Dei</i></li> <li>• inspiration</li> <li>• omnipotence</li> <li>• revelation</li> <li>• stewardship</li> <li>• transcendence</li> </ul> </div>		

### Where to find revision material

Youtube videos:

[Origins and Meaning 5min recap - YouTube](#)

[Good and Evil 5min recap - YouTube](#)

Mind maps and revision worksheets given in class (and on ClassCharts/Teams)

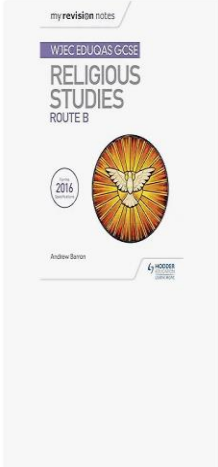
Notes in own student exercise book

Seneca notes and quizzes (GCSE, Religious Studies, Eduqas Route B)

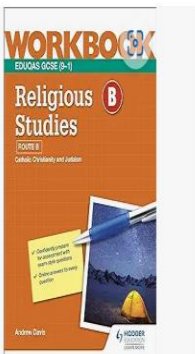
BBC Bitesize notes and quizzes (GCSE Religious Studies, Eduqas Route B)

Online Eduqas quizzes/activities (Component 1 Route B) [Eduqas Digital Educational Resources](#)

Online Eduqas past papers [https://www.eduqas.co.uk/qualifications/religious-studies-gcse/#tab\\_pastpapers](https://www.eduqas.co.uk/qualifications/religious-studies-gcse/#tab_pastpapers)  
(only use Route B papers)



My Revision Notes WJEC Eduqas GCSE Religious Studies Route B  
by Andrew Barron | 23 Feb 2018  
★★★★★ ~ 187  
Paperback  
£11.48  
✓prime One-Day  
FREE delivery **Tomorrow**  
Or FREE delivery **Today by 22:00** on orders over £20 of Prime Same-Day & Overnight item(s)  
More buying choices  
£1.20 (33 used & new offers)  
Kindle Edition  
£6.99 Print List Price: £11.50  
Available instantly



Eduqas GCSE (9-1) Religious Studies: Route B Workbook  
by Andrew Davis | 29 Jul 2022  
★★★★★ ~ 5  
Paperback  
£7.50  
Save 5% on any 4 qualifying items  
✓prime  
FREE delivery Sat, 4 May

## 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 2024' group is a good place to start with revision plans, past papers and mark schemes, exam questions booklets 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 textbooks for GCSE Combined and Triple Science. Combined students should use the 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. Teachers can provide mark schemes on request.
- **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://physicsandmathstutor.com)
- **Science Skool practice Qs and revision resources by topic**  
[Science Skool Homepage](http://www.science-skool.co.uk)
- **MyGCSEScience**  
<https://www.youtube.com/playlist?list=PLsorg7UsrfYuQh785J72FDeraUMJxNOqi>  
<https://www.youtube.com/playlist?list=PLsorg7UsrfYsFLSgTetRVjzN6QYvf3jpC>  
<https://www.youtube.com/playlist?list=PLsorg7UsrfYvIzoB1sMqSYdy4KtH4eJC9>
- **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 45m/H1h; <b>Reading:</b> F 45m/H1h. <b>Writing:</b> F1h15m/H1h20m; <b>Speaking:</b> F9m/ H12 m + 15m preparation
<b>Specific equipment required</b>	Black pen

Topic	Specific Area	Tick when revised
<b>Free time</b>	Talking about life online	
	Talking about sports and free-time activities	
	Arranging to go out	
	Saying what you did at the weekend	
	Talking about days that went wrong	
<b>Travel and tourism</b>	Discussing travel plans	
	Talking about festivals in the Spanish speaking world	
	Saying what you did on holiday	
	Describing where you stayed	
<b>Friends and family</b>	Talking about holidays using different tenses	
	Describing people	
	Talking about who you follow on social media	
	Talking about friends and relationships	
	Talking about your identity and what matters to you	
<b>Lifestyle and wellbeing</b>	Talking about problems and giving advice	
	Learning about typical foods in Spanish-speaking countries	
	Describing healthy daily routines	
	Talking about mealtimes and food trends	
	Comparing new and old habits	
	Talking about illnesses and injuries	
<b>Grammar</b>	Future plans for health and wellbeing	
	Comparative and superlative sentences (Más que, menos que...)	
	Negatives (no, nada, nadie, nunca...)	
	Direct object pronouns (lo/la/los/las)	
	Ser and estar.	
	The present tense of regular and irregular verbs.	
	The preterite.	
	The imperfect.	
	The near future (Voy a + infinitive)	
	The future tense.	
	Verbs phrases with infinitive ( poder/querer/hay que/tener que + inf)	
	"if" clauses	

### Where to find revision material

ActiveHub tasks for modules 1-4.  
Your exercise books.  
Modules 1-4 vocabulary lists and sentence builders  
Resources on Teams  
Good websites for vocabulary are Memrise and Quizlet.

## TEXTILES

<b>Subject</b>	Textiles
<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>Messages</b>	Ideas based on the topic <b>Messages</b>	
	Initial designs page completed with annotation	
	Complete research on chosen artists:  Fact File Visual studies Analysis Personal Response	
	Complete 2 to 3 pages with contact sheets, photographs and drawings of observations from your <b>Messages</b> research.	
	Experiments with chosen medium/materials linking to initial ideas and artist's research	
	Complete a double spread or more with annotations showing how your experiments have helped to develop and change your designs.  It should include but not exclusively: <ul style="list-style-type: none"> <li>• collage experimentations</li> <li>• Layering and stitching</li> <li>• Printing</li> <li>• 3D structures</li> </ul>	
	Develop your final design from your previous drawings and experiments.	
	Samples/maquettes/trial pieces of your final piece	

### Where to find revision material

Internet - artists info, step by step techniques, final piece ideas, Presentation ideas, etc  
Textiles Booklet - annotation, analysis, vocabulary, presentation ideas  
After School Workshops - Tuesday and Wednesday  
Own photography - in the studio and out of school  
Collect objects and materials - do not expect to find everything in class! Each project is different and you need to collect/find/buy what is necessary for a successful outcome



Oaklands Catholic School and Sixth Form College  
Stakes Hill Road  
Waterlooville  
Hants  
PO7 7BW

[www.oaklandscatholicschool.org](http://www.oaklandscatholicschool.org)

Excellence in  
**S.T.E.M.**  
@ Oaklands

**Potential for Greatness**

  
**THE SIXTH FORM**  
Oaklands Catholic School