

# **SUMMER 2025 EXAMINATIONS**

## **REVISION LISTS**

### **FOR YEAR 10 STUDENTS**



**Our Lady and St Patrick's College, Knock**

**Student Name:** \_\_\_\_\_

**Tutor Group:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_



Dear Year 10 Student

### Year 10 Summer Assessments:

**Wednesday 21<sup>st</sup> May – Wednesday 28<sup>th</sup> May 2025 inclusive**

You will soon be sitting your Summer Examinations and perhaps feel a little apprehensive about what lies ahead of you. Even though you will be leaving some subjects behind when you move into Year 11 in September, it is important that you revise for **all** your subjects, showing your true ability in each of them. To help you to do this your teachers have drawn up **revision lists** which provide guidance on the topics you should revise. If you are unsure about the format of an exam or the detail of what to revise, you should talk to your teacher as soon as possible.

Perhaps you are anxious that little revision has been done so far and that the examinations are just around the corner. Even if you have not been working to your full potential, **don't panic!** It's never too late to start revising and I have outlined below a few revision tips that will help you on your way.

- Draw up a revision timetable - work for short spells and take short breaks.
- Get some physical exercise.
- Find a quiet space at home.
- Don't revise late at night.
- Make summary notes - they help your brain to remember.
- Spice up your revision - make your notes and mind maps colourful.
- Reward yourself - TV, food, socialising - but in moderation.
- Use your family and friends to test you.
- Think positive - just do the best that you can.

Over the next few weeks, I would ask you to work through the revision lists with your parents and mark off each revision point for a subject when you have revised it. A blank study timetable is also included at the back of this booklet so that you may allocate a set time to each subject. Remember to devote a minimum of **2 hours** every night and make sure that all subjects are covered thoroughly.

When you receive your results, remember that your marks may not always reflect your efforts or ability. Due to the nature of exams, many able students will be below the Year Group Average. Just do your very best! Following your results, you may also wish to re-visit your GCSE Options and re-consider your choices.

Good luck!

*Michaela Collins*

Ms Michaela Collins  
Vice Principal Curriculum and Assessment

## A PRAYER FOR SUCCESS IN ASSESSMENTS

### A Prayer to St Joseph of Cupertino

*O Great St Joseph of Cupertino,  
who by your prayer did obtain the grace of God  
to be asked in your examination only the questions which you knew.  
Grant me success, like you, in this examination for which I am preparing.  
In return I promise to make your name known and cause you to be invoked.  
O Great St Joseph of Cupertino grant my request, Amen.*

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# **Study Skills - Learning Points**

## **Demystifying the Brain**

- All learning takes place in the brain. The brain is very powerful and will continue to learn and grow throughout your life, as long as you challenge it.

## **The Power of Repetition**

- 24:7:4 – Revising your learning from school within 24 hours of you receiving the information and again 7 days after and again 4 weeks later will strengthen the neuron connections in your brain and strengthen your learning.
- Remember the saying ‘Practice Makes Permanent’.

## **How We Learn**

- The brain takes in information in different ways.
- Try to make use of all the learning styles when studying.
- Memory Mapping and Mnemonics are powerful visual tools that will enhance your ability to store and recall your learning.

## **Take Care of Your Brains**

- You need to eat protein, get plenty of sleep and take time to challenge and exercise the brain and the rest of our bodies.

## **The Power of Intense Emotions**

- Intense emotions can reduce your ability to concentrate and study. So you need to learn to keep control of them. Try the following when they are intense:
  - Identify the emotion.
  - Identify the intensity of the emotion.
  - Identify the cause of the intensity.
  - Identify the solution (Immediate and Short Term).

## **The Right State of Mind**

- To study effectively you must be in the right state of mind – Alpha (“At Ease Alice”) is considered to be the most effective (Calm and relaxed).
- You have the power to change your state through methods such as listening to appropriate music and using various mind exercises.

## **Ready Steady Study**

- Believe in yourself and your ability to study, learn, grow and achieve your dreams and ambitions.
- Think about your own internal self talk. Use words about yourself that are encouraging and build your self-confidence.
- Don’t let others negatively influence your belief in yourself.

## **Have A Routine and Be Organised**

- Organise your notes and the space you are working in.
- Take time to study – Don’t rush it.
- If possible, work at a desk or kitchen table.
- If possible, make sure the lighting is good.
- Reduce the noise around you, unless it’s study-enhancing music. LearnSpark© 2013
- Under no circumstances go onto social networking sites. Try the Flora App instead!
- Flora is a new way to stay off your phone, clear to-do lists, and build positive, life-changing habits. Whenever you want to make progress toward your goals, grow trees in Flora!



## **Year 10 Art and Design**



Continuous Assessment takes place within Art and Design throughout the academic year.

Sketchbooks are marked, monitored and feedback given to each pupil.

The Summer Assessment will include overall marks from work completed in your sketchbook.

Your final grade will be based on continuous assessment of the work completed in your sketchbook. This will include:

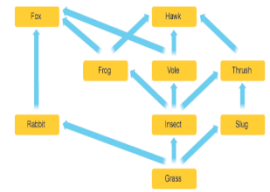
- Observational drawings,
- Design ideas,
- Annotation
- Artists/contextual reference pages based on the theme of The Principles of Design and Hands/Portraits.

Assessment will take place within the classroom.

# Year 10 Biology

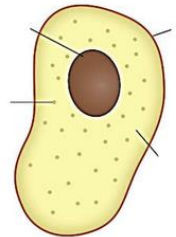
## Topic 1: Introducing Ecology

- ☐ Use keys to identify organisms.
- ☐ Interpret food chains and food webs.
- ☐ Identify producers and consumers and recall what the arrow in a food chain represents.
- ☐ Construct a pyramid of numbers.



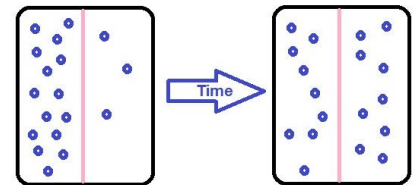
## Topic 2: From Cells to Organ Systems

- ☐ Label the parts of a plant and animal cell and describe the function of each.
- ☐ Know the structure and function of the parts of a leaf.
- ☐ Recall the word equation for photosynthesis.
- ☐ Describe how to test a leaf for starch.



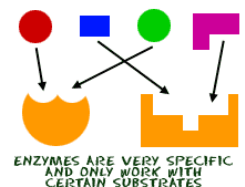
## Topic 3: Transport Systems in Plants and Animals

- ☐ Define diffusion as the movement of molecules from a high concentration to a low concentration.
- ☐ Recall the function of the xylem and the phloem.
- ☐ Define transpiration as the EVAPORATION of water from the spongy mesophyll cells and DIFFUSION out of the leaf.
- ☐ Label a diagram of the heart and describe the circulation of blood through the heart and around the rest of the body.



## Topic 4: Enzymes

- ☐ Describe what an enzyme is.
- ☐ Explain how an enzyme works using key terms such as; ACTIVE SITE, SUBSTRATE, PRODUCT, LOCK and KEY.
- ☐ Recall that extremes of pH and temperature can damage the active site and prevent enzymes from working.



## Topic 5: Variation and genetics

- ☐ Recall that some features are inherited, and others are influenced by the environment
- ☐ Describe the difference between continuous and discontinuous variation
- ☐ Understand the relationship between DNA, genes and chromosomes and that features are passed on from their parents to offspring on chromosomes.
- ☐ Appreciate that changes to the structure of a gene or the number of chromosomes can cause a range of genetic conditions.
- ☐ Construct a punnet square to carry out a simple genetics cross.
- ☐ Use the terms Genotype, Phenotype, Dominant, Recessive, Homozygous and Heterozygous when carrying out genetics crosses.
- ☐ Appreciate the ethical implications of genetic screening.



**Students should note that their data handling and written communication skills will also be assessed in this exam. This could include drawing graphs, interpreting graphs or completing mathematical calculations, as well as using specific terminology in extended writing.**



# Year 10 Chemistry

## 1. Atomic Structure

- Atomic particles
- Atomic Number, Mass Number
- Electron arrangement
- Isotopes
- Drawing atoms
- *Glossary Terms*



## 2. Bonding

- Ions and Ionic Bonding
- Covalent Bonding
- *Glossary Terms*

## 3. Acids, Bases, Alkalis and Salts

- pH and Indicators
- Chemistry of acids, bases, alkalis and salts
- Naming salts
- Word equations for neutralisation (learn and be able to use general word equations)
- Properties/uses/tests for hydrogen gas and carbon dioxide gas
- *Glossary Terms*

## 4. Separating Techniques

- Filtration
- Evaporation
- Distillation
- Chromatography
- *Glossary Terms*

## Year 10 English

There will be 2 parts to the Year 10 Summer Exam.

### **Reading: to be completed during the exam week 1 hour**

This will assess your understanding of the 19<sup>th</sup> Century short story you have studied in class. You will be given an extract from the story and you should answer the question asked in the exam (1 hour). Students should review all class notes in preparation for this part of the exam.

### **Speaking and Listening: to be completed during class time.**

Your teacher will arrange a time for you to give your speech prior to the summer exam week.

This will assess your ability to speak confidently and purposefully in front of your peers. Your teacher will discuss with you a range of possible topics for your speech. You will prepare the speech in advance by writing a draft. You must use the notes you have been given for writing an engaging functional writing piece. You will be allowed brief flashcards with you on the day to help you present the speech. Reading from the cards themselves, however, will result in a lower mark than someone who has prepared thoroughly and is engaging with their audience.

### **Revision**

1. For Functional Writing / Speaking and Listening task, you should be aware of the rules, conventions, layout etc. associated with each type of writing. Use all notes and handouts given to help you with this.
2. Make sure you are aware of the purpose of each type of writing, remind yourself how to create context (make your writing seem real) and show awareness of audience.
3. Review the work in your goodwork book and the feedback given to you during self and peer-assessment exercises. What were your strengths and weaknesses? E.g. Do you know the correct layout for each task? Is your work well structured? Can you use an adequately varied range of punctuation, vocabulary, sentence structures? Can you use your knowledge and experience to inform/develop your writing? Do you know how to use your writing to engage the reader?
4. Practise pieces of writing applying all advice/success criteria given.
5. Use your spelling glossary in your goodwork book to learn all spellings you are unsure about. Make sure all corrections are completed in your goodwork book.
6. Use all handouts and resources given to revise all aspects of grammar and punctuation (full range of punctuation including colon and semi-colon). By Year 10 you should be able to produce writing that uses a range of vocabulary, sentence structure and punctuation for meaning and impact.
7. For the Reading section of the exam, revise all techniques and literary methods studied from Years 8 - 10.
8. Revise all notes given to you by your class teacher on your chosen 19<sup>th</sup> century short story.
9. Practise PETAL paragraphs.





# **Year 10 Drama**



The Year 10 Drama assessment will be in two parts:

## **Performance and Evaluation.**

### **Performance:**

In groups, you will prepare a performance piece based on the stimulus or script provided by your class teacher.

### **Evaluation:**

You will write an evaluation focusing on different aspects of your performance; including vocal and physical interpretations of your role. You will also evaluate the successes of your piece and where improvements could be made.

### **Assessment Objectives:**

- To create interesting and distinct characters
- To sustain a role using high levels of characterisation
- To stage a performance piece (either live or filmed) considering the use of setting, space and positioning
- To develop stage presence with confidence, focus and commitment (either live or filmed)
- To work collaboratively and successfully as part of a production team

### **Revision/Preparation Activities:**

- If you are filming your performance, read through and get tips from the online article: **Film Language and Techniques** <https://www.bbc.co.uk/bitesize/topics/zysdxfr>
- If you are performing live on stage, read through and get tips from the online article: **Performing Characters** <https://www.bbc.co.uk/bitesize/topics/zfx947h>
- Read and study the Drama Department's 'Key Subject Vocabulary' booklet which will be shared on class teams. This will allow you to use subject specific vocabulary when writing your evaluation.

# Year 10 French

## Format:

1 hour paper (Reading, Translation, verb Conjugation and Extended Writing)



| Topic   | Booklet 1 (Page) |
|---|------------------|
| <b>Describing Hair &amp; Eyes</b> e.g. <i>J'ai les cheveux noirs et les yeux bleus</i>  | 77-85            |
| <b>Family members and possessive nouns</b> e.g. <i>Ma mère/ Mon père/ Mes parents</i>   | 86               |
| <b>Describing how you get along with family</b> e.g. <i>Je m'entends bien avec..</i>  | 86               |
| <b>Describing personality</b> e.g. <i>Je suis sympa mais elle est méchante</i>  | 86-96            |
| <b>Quantifiers</b> e.g. <i>un peu, assez, très, trop, si</i>  | 86               |
| <b>GRAMMAR :</b>  |                  |
| <b>Conjugation of regular -ER / -IR / -RE verbs*</b> e.g. <i>regarder / finir/ lire</i>   | 11-19            |
| <b>Negation</b> e.g. <i>Je ne porte pas de lunettes/ Je n'ai pas de moustache</i>   | 77               |
| <b>Adjectival agreement</b> e.g. <i>Il est têt<u>u</u> mais elle est jol<u>ie</u></i>   | 77               |
|   |                  |
| <b>Describing what you did yesterday</b> e.g. <i>J'ai dîné avec ma famille</i>  | 5-7              |
| <b>Temporal adverbs</b> e.g. <i>d'abord, puis, ensuite, après, et alors, finalement</i>   | 6                |
| <b>GRAMMAR :</b>  |                  |
| <b>The perfect tense using auxiliary verbs 'avoir':</b>   |                  |
| <b>-ER :</b> <i>acheter, bronzer, dîner, écouter, envoyer, jouer, loger, manger, nager, rencontrer, regarder, surfer, tchatter, télécharger, visiter, voyager ;</i> | 1-2              |
| <b>-IR :</b> <i>choisir, finir, grandir, grossir, maigrir, polir, remplir, réussir ;</i>  | 3-4              |
| <b>- RE :</b> <i>attendre, entendre, rendre, répondre, vendre ;</i>   | 4-5              |
| <b>Including irregular past participles</b> « vu (voir) », « bu (boire) », « fait (faire) », « pris (prendre) », « lu (lire) », « dit (dire) ».                     | 5                |
|   |                  |
| <b>Write a brief essay on a recent holiday in the perfect tense</b> e.g. <i>L'été dernier, je suis allé(e) en France avec ma famille.</i>                           | 3-4 & 14         |
| <b>GRAMMAR :</b>  |                  |
| <b>The perfect tense using auxiliary verb 'être' : MRS VAN DE TRAMP verbs</b>   | 0-4              |
| *Remember irregular past participles: <b>venir</b> (venu), <b>naître</b> (né), <b>mourir</b> (mort)   |                  |

### Pointers:

- Yes, spelling DOES matter (try your best to remember where the accents are placed);
- Always check over your work checking for adjectival agreement e.g. **Elle** est petite;
- Remember articles (the/ a(n)):

| *                | Singular | Plural    |
|------------------|----------|-----------|
| <b>Masculine</b> | un / le  | des / les |
| <b>Feminine</b>  | Une/ la  | des/ les  |

- Remember your conjugation of -ER & -IR & -RE verbs:

| *                    | ER  | IR     | RE  |
|----------------------|-----|--------|-----|
| <b>Je</b>            | e   | is     | s   |
| <b>Tu</b>            | es  | is     | s   |
| <b>Il/ Elle / On</b> | e   | it     |     |
| <b>Nous</b>          | ons | issons | ons |
| <b>Vous</b>          | ez  | issez  | ez  |
| <b>Ils/ Elles</b>    | ent | issent | ent |

- In order to form the perfect tense, remember to conjugate verbs avoir & être:

| *                    | avoir | être   | + past participle |
|----------------------|-------|--------|-------------------|
| <b>J' / Je</b>       | ai    | suis   |                   |
| <b>Tu</b>            | as    | es     |                   |
| <b>Il/ Elle / On</b> | a     | est    |                   |
| <b>Nous</b>          | avons | sommes |                   |
| <b>Vous</b>          | avez  | êtes   |                   |
| <b>Ils /Elles</b>    | ent   | sont   |                   |

# **Year 10 Geography**



## **1. Plastic Oceans**

- a. Key terms: Biodegradable, Photodegradable, Ocean Gyres, Reduce, Reuse, Recycle, microbeads.
- b. Know how plastic is produced.
- c. Know how plastic has helped make improvements in packaging, transportation, energy efficiency, sports, medicines, electronics.
- d. Know why plastic is a problem. Know key facts to illustrate the plastic problem.
- e. Know how chemicals leached by plastic affect people.
- f. Know how plastics can impact on sea animals such as whales, sea birds, turtles.
- g. Know, name and label the 5 gyres on a map.
- h. Know and name the world's largest gyre.  
Understand the links between a gyre and plastic pollution.
- i. Know and understand what we can do to stop plastic pollution – Refuse, Reduce, Reuse, Recycle and be able to suggest how people can reduce plastic pollution.

## **2. Sweatshops**

- a. What is a TNC?
- b. Know the positive and negative impacts of TNCs in LEDCs.
- c. Know why TNCs are relocating to LEDCs.
- d. Understand what it is like working in factories manufacturing sportswear; think about working conditions, working hours, pay, factory conditions, health issues, working age.
- e. What happened to the Rama Plaza factory?

## **3. Development**

- a. Describe the conditions in low, middle and high income countries.
- b. Describe economic indicators of development.
- c. Describe social indicators of development.
- d. Describe environmental indicators of development.
- e. Compare indicators of development in low income/ LEDC and high income/MEDCS.
- f. What are the sustainable development goals?

## **4. Coasts**

- a. Know the 4 types of erosion; Hydraulic Action, Abrasion, Attrition, Solution.
- b. Know how caves, arches, stacks and stumps form.
- c. Coastal Management; Know how coastal erosion is reduced; Beach Nourishment, Sea Walls, Rock Armour, Groynes, Wave Break.

## **5. Map work**

Label countries of the world (16 in total)

## Year 10 German

|                   |           |                                |
|-------------------|-----------|--------------------------------|
| <b>Structure:</b> | Speaking  | 25% (completed in Term 2)      |
|                   | Listening | 25% (to be completed in class) |
|                   | Reading   | 25%                            |
|                   | Writing   | 25%                            |



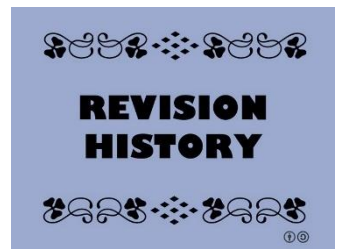
- Reading: selection, gap-fill, answering questions in English, translating short sentences from German into English.
- Writing: translation of short sentences into German (grammar important) and a structured extended writing task.

You should know:

- All vocabulary from Kapitel 1 & 2. See end of chapters in textbook and workbook
- Kapitel 3: Food and drink and staying healthy
- **\*ALL VOCABULARY ON QUIZLET\*** <https://quizlet.com/class/2332306/>
- Present & Imperfect tense of haben (hat vs hatte) sein (ist vs war) es gibt vs es gab **p8**
- Using inversion **p13**:  
Es gibt heute                      Heute gibt es  
Belfast war früher              Früher war Belfast
- Using correct article after ‚es gibt/es gab‘ or ‚es hat/hatte‘ – einen(m) / eine (f) / ein (n) **p8**
- Perfect tense – learn past participles and which verbs use haben or sein as auxiliary (ich **habe** gesehen / ich **bin** gegangen) **p10-13**
- Modal verbs (wollen, sollen, + **infinitive** at end) **p33 & 36**
- Using ‚gern/lieber/am liebsten‘ after the verb to express opinion **p34 & 45**
- Using ‚weil‘ to justify opinions (comma before and sends verb to the end of the sentence) **p30 ex3**
- Using prepositions with the dative case (im / in der, auf dem / auf der) **p35 & 45**
- Future tense **p113**
- Time Manner Place word order **p113**
- General advice for extended writing:
  - ✓ Conjunctions (und, aber, denn, oder)
  - ✓ Intensifiers (sehr, ziemlich, nicht, nicht sehr, gar nicht, ein bißchen, total, zu, echt, wirklich)
  - ✓ Opinions in past, present and future
  - ✓ Justify opinions using ‚weil‘ and ‚denn‘
  - ✓ Vary tenses (present, imperfect, perfect, future)
  - ✓ Time and frequency phrases
  - ✓ Modal verbs where possible

# Year 10 History

Your summer exam will last 1 hour 15 minutes. To prepare you for the skills you will need at GCSE, it will consist of three sections. You must answer all sections.



## **Section 1 Structured Questions:**

You will be given a range of different questions e.g.

- Match each person to the correct description
- Describe two ways in which....
- Explain how...
- How did...affect...?
- Do you agree that...? The 'do you agree question' is an extended piece of writing. You will have to write about a page depending on the size of your handwriting using PEE and statistics to enhance your answer.

## **Section 2: Source Questions**

You must read the sources and answer the questions which follow. Read the questions carefully. Look at the marks awarded and write more for questions with more marks.

Sample questions are:

- Using Source A and your own knowledge give **one reason** that explains **how**...?
- Using Source B and your own knowledge give **two reasons** that explain **why**?

## **Section 3 Essay:**

You will be given details to include. Make sure you write about all factors and deal with both sections of the essay. You must include an introduction; write in full paragraphs and add a conclusion. Make sure you have argument throughout.

**Revision List:** Focus on causes, events and consequences of each topic and learn the key words in your Year 10 Glossary.

## **Unit 1: Twentieth Century America**

- Life in the United States of America, 1920-1933
- Life for minority groups
- Prohibition; Social change and popular entertainment; The 'Roaring Twenties'
- Economic problems in the 1920s; The Wall Street Crash 1929
- Progress in Civil Rights; Impact of World War two on civil rights
- NAACP and CORE
- Key developments in education by 1962
- Rosa Parks and the Montgomery Bus Boycott
- Role of Martin Luther King
- What part did sit-ins play in Civil Rights?; Freedom Riders.
- March on Birmingham 1963; March on Washington 1963
- Role of JFK in Civil Rights
- Was JFK a good President?
- Civil Rights Act 1964
- Malcolm X and Black Power
- The Black Panthers

## **Unit 2: Twentieth Century Ireland - Unionism and Nationalism (optional)**

# Year 10 Home Economics



## Types of questions

- Short factual recall
- Short questions requiring explanation.
- Spellings and definitions in your subject specific glossary.


## Length of exam paper

You have 60 minutes to answer **all** questions.

## Answers

Answer questions in the spaces provided on the exam paper.

## Topics to revise

| Topic             | What you need to know  | Completed  |
|-------------------|--|---|
| Function of Eggs  | Nutritional benefits of eggs<br>Information on the Lion safety stamp for eggs  |   |
| Love Fast Food?   | Eat Well Tips<br>Importance of Fibre in the diet<br>Importance of RI information<br>Tips to eat well in a Fast Food restaurant                                   |   |
| Eat well for less | Financial incentives when shopping for food<br>Advantages and disadvantages of places to buy food<br>Tips for smart shoppers                                     |   |
| Calcium           | Functions & sources of Calcium<br>Calcium and tooth decay<br>Function as sources of Vitamin D<br>Osteoporosis – Modifiable and non-modifiable risk factors       |   |
| CHD               | Functions of Fat<br>Risk factors<br>Fat – saturated and unsaturated<br>Food swaps to reduce risk of Coronary Heart Disease<br>Recipe modification to reduce salt |   |
| Diabetes          | Top tips to manage diabetes through your diet<br>Symptoms of Diabetes  |   |

| Resources to consult   | Revision activities   |
|--|---|
| <ul style="list-style-type: none"> <li>• Home Economics Year 10 booklet</li> <li>• Resources linked to MS Teams</li> </ul> | <ul style="list-style-type: none"> <li>• Read your notes carefully and identify key facts.</li> <li>• Devise a test of short questions and answers.</li> <li>• Create a mind map summarising each topic.</li> <li>• Devise a list of bullet points summarising each topic.</li> <li>• Complete a glossary of terms for each topic.</li> </ul> |

## **Year 10 Irish**

Learn all of the words listed in the Year 10 Glossary

### **Gramadach:**

- Present Tense
- Past Tense
- Is/Ní/An
- Tá+Ag
- Tá+Ar

### **Oral Work:**

- Yourself
- Your Family
- Where you live
- Holidays
- Your daily routine
- What you did last night/ this morning/ at school.
- School subjects.

### **Vocabulary:**

- School subjects
- Slite beatha/ Careers/ Jobs
- Food
- Sports
- Likes/Dislikes
- Family members

Your oral mark will be worth 30% of your final grade.

Your written paper will be worth 70% in total

20% for reading,

30% for writing and

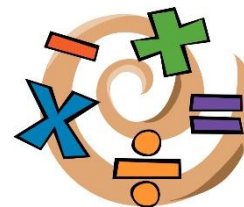
20% for grammar (Past and Present Tense).

Your writing will be based on your oral questions.





# Year 10 Mathematics



The topics that may be included in the Year 10 Summer Exam are listed below.

Your teacher will also post a more detailed revision document on MS Teams that will contain links to videos and worksheets that will help you revise.

You will be getting four revision homeworks to complete. These should take you at least one and a half hours per week. Your teacher will work through the solutions to these in class.

The additional information is to help explain the topic and does not indicate potential questions.

| 1  | Pythagoras' Theorem & Trigonometry | <ul style="list-style-type: none"> <li>• Applying Pythagoras' Theorem</li> <li>• Finding missing sides and angles with trigonometry</li> <li>• Angles of elevation and depression</li> </ul> |
|----|------------------------------------|--|
| 2  | Data Handling Cycle                | <ul style="list-style-type: none"> <li>• Questionnaires and avoiding bias</li> </ul>   |
| 3  | Cumulative Frequency & Box-Plots   | <ul style="list-style-type: none"> <li>• Drawing and interpreting cumulative frequency curves</li> <li>• Quartiles for discrete and continuous data</li> <li>• Box plots</li> </ul>          |
| 4  | Factors & Multiples                | <ul style="list-style-type: none"> <li>• HCF/LCM and product of primes</li> </ul>  |
| 5  | Expanding Double Brackets          | <ul style="list-style-type: none"> <li>• Use of FOIL and simplifying of expressions</li> </ul>   |
| 6  | Substitution                       | <ul style="list-style-type: none"> <li>• Evaluation of expressions using substitution including powers and roots</li> </ul>  |
| 8  | Compound Measures                  | <ul style="list-style-type: none"> <li>• Speed, distance, time</li> <li>• Density, mass, volume</li> <li>• Pressure, force, area</li> </ul>  |
| 8  | Arcs, Sectors, Area & Volume       | <ul style="list-style-type: none"> <li>• Arcs and sectors of circles</li> <li>• Area and volume of cylinders, cones and spheres</li> </ul>   |
| 9  | Linear Equations                   | <ul style="list-style-type: none"> <li>• Solution of linear equations including cross multiplication</li> <li>• Forming equations and solving</li> </ul>                                     |
| 10 | Real Life Graphs & Straight Lines  | <ul style="list-style-type: none"> <li>• Interpretation of graphs in real life situations</li> <li>• Gradient</li> <li>• Finding the equation of a line</li> </ul>                           |
| 11 | Simultaneous Equations             | <ul style="list-style-type: none"> <li>• Substitution method</li> <li>• Elimination method</li> </ul>  |
| 12 | Percentages/Growth & Decay         | <ul style="list-style-type: none"> <li>• Percentage increase, decrease and change</li> <li>• Reverse percentages</li> <li>• Compounding</li> </ul>   |
| 13 | Factorising & Solving Quadratics   | <ul style="list-style-type: none"> <li>• Factorising and solving quadratics including common factors, difference of two squares and by inspection</li> </ul>                                 |
| 14 | Change the Subject of a Formula    | <ul style="list-style-type: none"> <li>• Changing the subject of a formula including brackets, fractions, negative variable and powers &amp; roots</li> </ul>                                |
| 15 | Algebraic Fractions                | <ul style="list-style-type: none"> <li>• Simplify algebraic fractions</li> <li>• Add, Subtract, Multiple and Divide with Algebraic Fractions</li> </ul>                                      |

## Year 10 Music



The Music Assessment is practical with a discussion about your performance.

- Your performance can be on any instrument that you receive lessons on. You can choose any suitable piece.
- It would be a good idea if you do not play an instrument to play a piece of music on keyboard that you have learnt to play in class.
- If you are a keen singer, you can choose a song to sing but make sure it is at a good standard.
- You should practise thoroughly for this to make sure you get the best mark you can.
- When you have completed your performance you will be asked some questions about how you prepared and why you chose the piece you played.

### **Section 2**

#### Composition

Your 16 bar Pentatonic composition will be assessed. You should be prepared to play this composition.

Extra credit is available for students who complete the 16-bar melody and have created additional compositions.

### **Section 3**

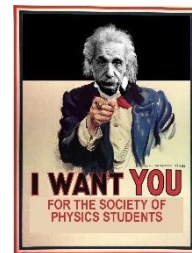
Theory - you will complete a theory test in class. This will include:

- Note names in the treble cleff and bass cleff.
- Note values: Semibreve, Minim, Crotchet, Quaver and dotted notes.
- Time signatures: 2/4, 3/4 and 4/4.
- Repetition and sequence.
- Italian terms and signs.
- Transposition up or down an octave.






## Year 10 Physics

Be prepared for your exam, ensuring you have a calculator, ruler, pens, pencil, and rubber. **Always use a pencil to complete tables and graphs.** Know how to use your own calculator. Remember to put **units** in your answer.



**Note: Information in summaries and videos linked through QR codes does not cover everything you need to know, they are there to help you revise only. You will still need to consult your own notes.**

| Topic  | Additional Resources  |
|--|---|
| <b><u>Earth &amp; Space</u></b> <ul style="list-style-type: none"><li>• Know the definition of a day and how long this is on earth.</li><li>• Be able to describe day and night with reference to the earth's rotation.</li><li>• Know the time for Earth's orbit around the sun.</li><li>• Identify northern and southern hemispheres, and be able to decide if it is summer, winter, spring or autumn based on a diagram.</li><li>• Explain why days are longer in summer and shorter in winter.</li><li>• Describe a star, a planet, the order of the planets and their orbits about the Sun.</li><li>• Definition and examples of natural and artificial satellites</li><li>• Know that the solar system forms part of a galaxy which is part of a larger system called the Universe.</li><li>• Understand what eclipses are and describe a Lunar and Solar eclipse.</li></ul> | <b>Earth &amp; Space – BBC Bitesize</b><br> |
| <b><u>Electrostatics and Electricity</u></b> <ul style="list-style-type: none"><li>• Identify and describe insulators and conductors.</li><li>• Draw circuit diagrams using the correct symbols.</li><li>• Define current.</li><li>• Recall and use the equation <math>Q = It</math></li><li>• Convert between <math>A</math> and <math>mA</math>.</li><li>• Recall that series circuits have no branches and the same current flows in a series circuit.</li><li>• Recall that an ammeter is used to measure current and is connected in series.</li><li>• Recall that there are branches in a parallel circuit and that the current splits.</li></ul>  | <b>Current, Charge and Circuits</b><br>    |
| <b><u>Magnetism and Electromagnetism</u></b> <ul style="list-style-type: none"><li>• Be able to list different types of magnetic materials.</li><li>• Know the magnetic field around a bar magnet.</li><li>• Know the Law of Magnetism.</li><li>• Be able to explain the factors which increase the strength of an electromagnet.</li><li>• Know that a magnet will consist of both a North and South Pole.</li></ul>  | <b>Magnetism</b><br>                       |

# Year 10 Religious Education



**Duration:** Your exam will be **1 hour long**

Your teacher will explain how the exam is structured. They will also give you help and advice on how to approach and structure your answers. This will happen in class in the weeks leading up to the exam.

Pay careful attention to the **Success Criteria** you were given for this topic. It will guide you on what you will be expected to be able to do in the test.

There will be two sections on your exam paper:

**Section A** will have two structured questions, each one on a different topic. These structured questions will **each** have:

- short, knowledge recall questions/ extended writing recall (5 marks)
- a question where you must show understanding of an element of your learning (5 marks)
- and an evaluation question where you must produce a reasoned argument (5 marks)

**Section B** will be the essay section. You should spend **25 minutes** on this section. There will be a choice of two essays which will have three parts. You must choose one full three-part essay:

- a) Factual knowledge. It will require extended writing (5 marks)
- b) Understanding of an element of the topic. (5 marks)
- c) Your ability to present a reasoned argument considering more than one point of view. (10 marks)

**Anything which has been tested already this year will not be assessed again on the summer exam.**

## **Revision List:**

### **1. Christian Values**

- The Beatitudes
- The Man with the Paralysed Hand
- Jesus' values and values of Christians today

### **2. Prejudice and Discrimination**

- Definitions – all types
- Jesus' attitude to others -Zacchaeus, Woman Crippled for 18 Years, Centurion's Servant
- The challenges of prejudice and discrimination for believers today.

### **3. Islam**

- Prophet Muhammad
- The Qur'an and the Mosque
- The Five Pillars, Feast and Festivals
- Similarities and differences between Islam and Christianity

# **Year 10 Spanish**

## **Assessment Format**

1-hour Paper – Reading, Translation and Extended Writing



## **Mis vacaciones Vocabulary on pages 1-3 of workbook**

Talking about a holiday in the past tense to include what activities you did, what you did on the last day, what it was like overall.

Using the preterite tense of ir, ser, -ar/-ir/-ar verbs

Using the present and preterite tenses together.

## **¡A comer! Vocabulary on pages 30-32 of workbook**

Food and drink

Mealtimes

Prices and reading a menu

Ordering in a restaurant

Describing a party and what you are going to bring (future tense)

Quantities

## **¿Qué hacemos? Vocabulary on pages 62-64 of workbook**

Arranging to meet up and making excuses

Reflexive verbs & daily routine

Time

## **Grammar – please see notes in exercise book and workbook**

Present tense of ER/IR/AR verbs

Past (Preterite) Tense of ER/IR/AR verbs.

Preterite tense of IR and SER/ JUGAR/ HACER/ SACAR

Time indicators. Ayer=yesterday. La semana pasada=last week Mañana - tomorrow

Future Tense (IR+A + Infinitive e.g. Voy a traer unas quesadillas

Querer and Poder (stem-changing verbs)

Reflexive verbs

**\*\*ALSO CONSULT THE SPANISH GLOSSARY FOR KEY TERMS\*\***

## **Extended Writing**

Learn one of the extended writing pieces already completed in your workbook. (Holidays or Food and Drink).

# **Year 10 Technology and Design**

**You will need a pencil, ruler and colouring in pencils (as well as the normal contents of pencil case).**

**Write in pen, draw in pencil and add colour.**



Your summer examination will last 45 minutes.

It will cover the topics from the booklet: Technology and Design Year 10 Booklet.

## **Topics to revise**

### **1. Health and Safety**

- Safety Symbols - colours, shapes, meanings, and examples
- Safety procedures in the Technology and Design workshop

### **2. Key words from your Year 10 Glossary**

### **3. Microcontroller Project**

- Block Diagrams
- Electronic components
- Ohms Law
- Soldering
- Programming
- Computer Control

### **4. Product Design**

- Design question – you will be required to design a new drinks promotional stand which incorporates your microcontroller project. The company is trying to improve their sales through the design of this product. You will be required to use your 3D graphical skills which you have covered in your KS3 Graphics booklet.

## **Helpful revision resources**

- [Technologystudent.com](http://Technologystudent.com)
- Technology and Design Booklets
- Research into Design tasks and how to promote a product.

## **Helpful revision activities**

- Create a mind map summarising each topic.
- Devise a list of bullet points summarising each topic.

## **Year 10 Revision Timetable**

- Outline at least 2 hours of study every day
- Split your time into blocks of 25 minutes
- Specify study time for each subject
- Some extra blocks have been allocated for Saturday and Sunday

| <b>Block<br/>(25 minutes)</b> | <b>Monday</b> | <b>Tuesday</b> | <b>Wednesday</b> | <b>Thursday</b> | <b>Friday</b> |
|-------------------------------|---------------|----------------|------------------|-----------------|---------------|
| <b>Block 1</b>                |               |                |                  |                 |               |
| <b>Block 2</b>                |               |                |                  |                 |               |
| <b>Block 3</b>                |               |                |                  |                 |               |
| <b>Block 4</b>                |               |                |                  |                 |               |
| <b>Block 5</b>                |               |                |                  |                 |               |
| <b>Block 6</b>                |               |                |                  |                 |               |

| <b>Block<br/>(25 minutes)</b> | <b>Saturday</b> | <b>Sunday</b> | <b>Block<br/>(25 minutes)</b> | <b>Saturday</b> | <b>Sunday</b> |
|-------------------------------|-----------------|---------------|-------------------------------|-----------------|---------------|
| <b>Block 1</b>                |                 |               | <b>Block 7</b>                |                 |               |
| <b>Block 2</b>                |                 |               | <b>Block 8</b>                |                 |               |
| <b>Block 3</b>                |                 |               | <b>Block 9</b>                |                 |               |
| <b>Block 4</b>                |                 |               | <b>Block 10</b>               |                 |               |
| <b>Block 5</b>                |                 |               | <b>Block 11</b>               |                 |               |
| <b>Block 6</b>                |                 |               | <b>Block 12</b>               |                 |               |