



*Year 10*

# CUMULATIVE ASSESSMENT REVISION GUIDE



TIPS FOR

# SUCCESSFUL REVISION

## How should I organise my revision?

- Make your own revision timetable or a tick list of topics for each subject
- It is important to spend some time deciding what to revise and when, so that you are fully prepared for every subject. Use a diary or wall chart to organise the time you have available for revision
- Try to vary the subjects you are revising
- Try tackling the subject you least like / find most difficult first and working towards a preferred one, rather than leaving difficult topics to the end of the day
- Do not plan to revise too late into the evening as your revision will be much less effective if you are too tired.

## Action points for students

- Create the revision timetable (use the template in this booklet) and put it somewhere your family can see it; the fridge is a good place!
- Ask your teachers for help if there is something you do not understand
- Attendance is key; aim for 100% attendance and also attend revision and support sessions after school.

## What can families do to support students?

- Provide a quiet study environment
- Help students construct a revision timetable and keep a copy somewhere visible
- Consider places students can work; a parent's home office, an attic room, a relative's house
- Be positive, particularly in moments of panic
- Offer help and support; carry out regular revision "book looks"
- Offer some incentives to work
- Consider taking students away from the house for scheduled breaks
- Make sure they have a healthy balanced diet whilst revising
- Try to avoid tension or arguments
- Encourage regular exercise.

## What should I be doing just before a test or examination?

### *The night before...*

- get plenty of sleep.
- pack your equipment.
- double check what examinations you have, where they are and what equipment you will need.

### *On the day...*

- arrive in good time.
- consider walking to school and getting fresh air, this can help wake you up.
- do not drink too much water but have some with you to sip throughout the examination.
- remember your clear pencil case or plastic bag for essential stationary.

*In the examination room...*

- read any instructions carefully before you start.
- ask the teacher if you are not sure about something before you begin.
- allow enough time for every question.

### **What are the most effective ways to revise?**

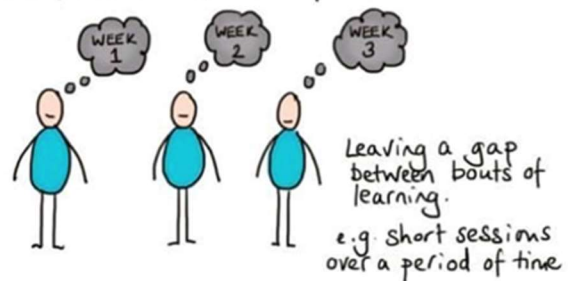
1. Create a study plan: Setting aside specific times and dates to revise is a great way to be organized and prepared
2. Review notes and re-read the material: Going over class notes, lectures, and reading materials can help solidify the material in your mind and help you identify areas you need to focus on
3. Retrieval practice: Make flash cards or notes on key facts or definitions. Try to recall the knowledge and repeat at a later date just as you are starting to forget it (see the diagrams below)
4. Take practice tests: Taking practice tests or quizzes can help you understand what types of questions may be on an upcoming exam and prepare you for it
5. Explain concepts to others: Explaining concepts to others can help you better retain the information. It can also help you identify any gaps in your understanding
6. Connect the material to real life: Connecting the material to real life examples can help make the material more meaningful and help you remember it
7. Use mnemonic devices: Mnemonic devices are memory tools such as acronyms, rhymes, and stories that can help you remember key concepts
8. Ask for help: If you are having difficulty understanding a topic, don't be afraid to ask for help. Talking to a teacher, parent, or classmate can help you understand the material better.

# 4 'BEST BETS' for LEARNING from RESEARCH

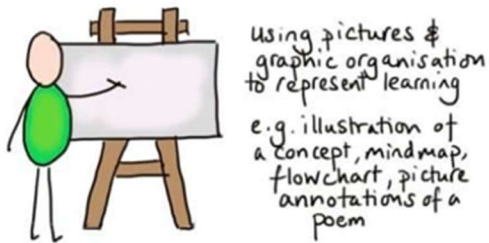
## RETRIEVAL PRACTICE



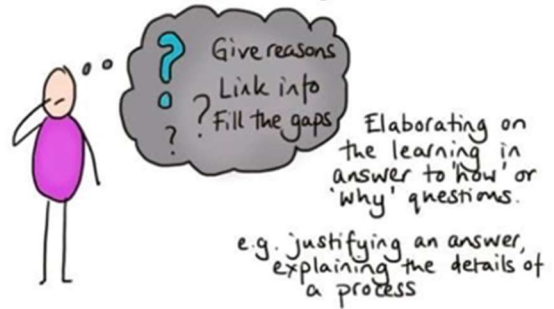
## SPACED LEARNING



## DRAWING your UNDERSTANDING



## ELABORATION / making connections



# 4 Methods of Retrieval Practice

Before you start put away all your books & classroom materials.

### Retrieval Practice Examples

- \* Exit Tickets
- \* Starter quizzes
- \* Multiple choice quizzes
- \* Short answer tests
- \* Free write
- \* Think, pair, share
- \* Ranking & sorting
- \* Challenge grids

### BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.

Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

### QUIZZING

Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

### FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?

You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly

### KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.

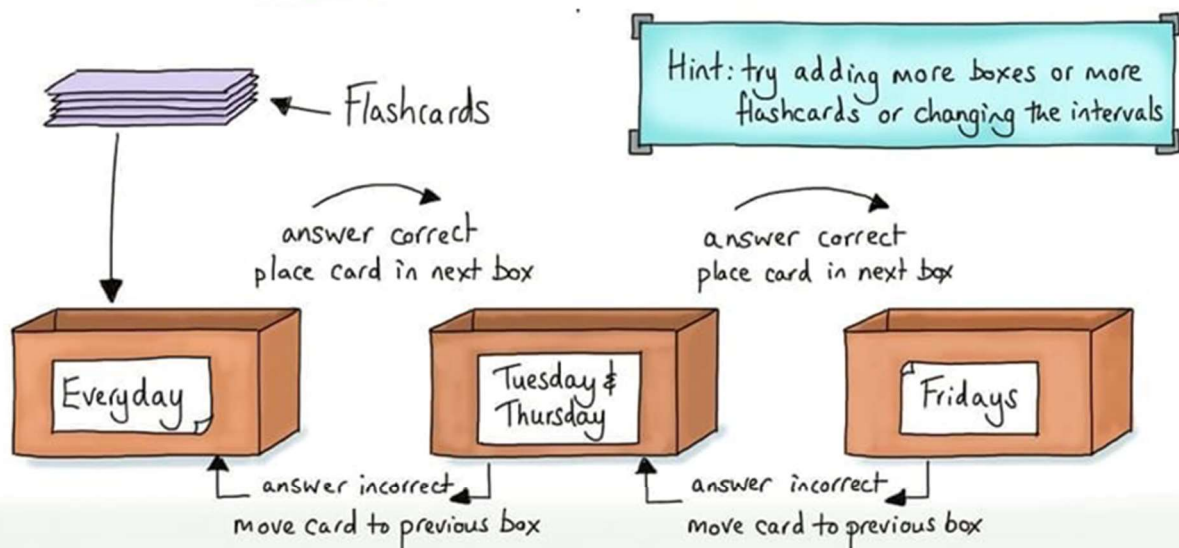
Definition	Draw a picture
Examples	Non-examples

You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information



## LEITNER Flash card method



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

## EXAM COMMAND WORDS

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



# SUPPORT FOR REVISION AND HOMEWORK

The following pages contain a range of information for each subject with tips and links designed to assist students in their revision. If students would like further support with revision please encourage them to contact their guidance team, tutor or subject teachers.

A reminder that we also offer homework club before and after school in the library and at lunchtime in B3. Teachers and computers are available at all these times to support you with homework as required.



## EXAMPLE REVISION TIMETABLE

### WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM - 4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM - 10AM	BREAKFAST/SHOWER	BREAKFAST/SHOWER
4PM - 5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM - 11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM - 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM - 1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM - 7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM - 3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM - 8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM - 5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM - 9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM - 8PM	DINNER/ FREE TIME	DINNER/ FREE TIME





# 3D DESIGN, ART & TEXTILES

## » COURSEWORK

Year 10 Art, Textiles and 3D Design pupils are currently working on their portfolio coursework. They will be working on this in lessons until January 2025. The coursework is worth 60% of their final GCSE grade. It is therefore important that pupils are completing their work to the best of their ability in lessons and at home.

It is advised that pupils are spending a minimum of at least 2 hours a week when completing the weekly homework tasks. Homework is set at the start of a project with tasks to complete every week. This is set by their subject teachers and contributes to their final portfolio. Resources and materials have been provided for pupils to complete the homework set.

## » MOCK EXAM

In the Spring and Summer Terms this year pupils will be working towards their mock exams. They will be given a selected theme and will produce research in preparation to develop ideas ready to produce a sustained piece of work within a set 10-hour exam.

The majority of marks are given at the preparation stage, so it is vital that pupils are completing their sketchbook work to their highest ability and in advance of their final 10-hour exam. Where teachers have given direct feedback, pupils need to act on this to make improvements to their work and develop grades. Within the final 10-hour exam pupils will produce their final personal response to complete the project. This piece will reflect on the developmental journey of ideas throughout their sketchbook and may incorporate a range of skills and mediums. Before the final 10-hour exam pupils must ensure that they have prepared materials in advance.

The 10-hour mock exam dates will be towards the end of Term 6 and the dates for this are TBC.

## » ADDITIONAL SUPPORT

All pupils can attend lunch club daily in their teacher's classroom for additional support and guidance or to complete sketchbook work in advance of the 10-hour exam. Textiles pupils may also attend an after-school club every Tuesday 3:20pm – 4:30 pm in B15. Art pupils may attend an afterschool session every Monday 3:20pm – 4:30pm in B14.

## » COURSEWORK AND EXAM GUIDANCE

Please refer to our 'Assessment and Success in Art and Design GCSE' revision guide when completing coursework which can be found here on the Y10 Virtual School Team. All sketchbook work that accompanies the mock exam must be completed and handed in on the first day of the mock exam.





## GCSE Business Studies Edexcel Theme 1

- Revision Resources - Revision guide & revision workbook
- Study notes on teams
- Seneca Learning
- BBC Bitesize videos & exam technique <https://www.bbc.co.uk/bitesize/examspecs/z98snbk>

## Theme 1 Formulas

**% change** = difference in values  $\div$  original value  $\times$  100 To increase by a percentage amount = original figure  $\times$  1. (The amount after the decimal is the % increase)

**Market Share** % of the market that one business has, i.e., Business A sales  $\div$  total market sales  $\times$  100

**Revenue** = selling price  $\times$  number sold ( $p \times q$ )

**Total Variable Costs** = variable cost for one item  $\times$  number of items produced

**Fixed Costs** NEVER change as output changes

**Total Costs** = Fixed costs + Total Variable costs

**Interest payable** = amount borrowed  $\times$  percentage rate of interest (convert % into decimals)

**Total amount payable** = (amount borrowed  $\times$  percentage rate of interest) + Amount borrowed OR Monthly payment  $\times$  (12  $\times$  number of years)

**Monthly payments** = Total amount payable  $\div$  (number of years borrowed  $\times$  12)

**% Interest charged** = (total repayment – borrowed amount)  $\div$  borrowed amount  $\times$  100

**Profit** = Revenue – Total Costs

**Break even** = Fixed costs  $\div$  (Selling price – variable costs)

**Margin of safety** = Actual output – break even output

**Net Cash Flow** = Total inflows – total outflows

**Closing Balance** = Net Cash Flow + Opening Balance

## Exchange Rates

- converting from a foreign currency to UK£, divide the price by the exchange rate
- converting TO a foreign currency FROM UK£, MULTIPLY the price by the exchange rate
- Impact of Exchange Rates SPICED



# COMPUTING

This is the bare basics. For each section the pages in the textbook have been highlighted. This should be used for Vernon-Lewis Revision.

## Vernon Lewis –

1. Read a chunk 10 times, cover it up and write or recite from memory
2. Repeat until you can do it all without errors
3. Move onto next section and repeat process. During recall you must recite both sections
4. Take short breaks after each 20-minute session (1/2 mins)
5. Start the next days session by recapping the last session from memory first
6. Once confident in recall use shorthand to cover more information more quickly – the more you do the better you get

You can find detailed revision lists on the Y10 Virtual School Team here:

» [Computer Systems Revision](#)

» [Algorithms & Programming Revision](#)



# ENGLISH

## » OVERVIEW

It is important that you revise all new information as you go along. The Homework Booklet 'Revise it' sections include all the key terminology and strategies you will need for assessment and exam success.

## » RESOURCES

- Links to audio versions of A Christmas Carol are on the Class Teams pages.
- There is also a Word document containing a link to Mrs Allison's Annotations of the Poetry Anthology.
- You will also find on Teams the Year 10 Curriculum and Homework Booklets in the Y10 Virtual School, and in your English Class Team.

Finally, please ask your teacher if you have any questions or concerns about any of the papers.

## » INDEPENDENT LEARNING

**Literature:** create flashcards with quotations, links to characters, themes and context. Make sure you know the plot. Learn subject terminology, analytical verbs and the strategies for answering the questions, including the sentence starters for the introductions.

**Language:** make sure you are confident with the question focus on both the Language exam papers. Learn the sentence starters and timings for each. Plan and practise Creative Writing questions and Non-Fiction Writing questions, using the correct strategy. Make flashcards to help you learn everything you need.



# HOSPITALITY & CATERING

You can find detailed revision lists on the Y10 Virtual School Team here:

[» Hospitality & Catering Revision](#)



# GEOGRAPHY

For your geography term 2 assessment you will answer the first 2 sections of paper (UK landscapes and coasts)

For your geography term 6 geography mock you will answer a whole paper 1: The Physical Environment. The all topics included in this paper are outlined in the table below.

### How can I revise for the mock:

- Use the knowledge organisers in each of your curriculum booklets
- Use the purple revision guide that you have at home

Remember, you do not answer the glaciers section of this paper.

Exam Paper	Topic	Important themes	Case studies
1	<b>UK Landscapes</b>	<ul style="list-style-type: none"> <li>▪ Geology</li> <li>▪ Weathering processes</li> <li>▪ Land use (agriculture, forestry, settlement)</li> <li>▪ Map skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ UK Landscapes - The South Downs National Park</li> </ul>
	<b>Coasts</b>	<ul style="list-style-type: none"> <li>▪ Coastal processes (erosion, transportation, deposition)</li> <li>▪ Coastal landforms</li> <li>▪ Coastal erosion and management</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coasts - Dawlish Warren Spit</li> </ul>
	<b>Rivers</b>	<ul style="list-style-type: none"> <li>▪ River processes (erosion, transportation, deposition)</li> <li>▪ River landforms</li> <li>▪ Flood risk (flood hydrographs)</li> <li>▪ Management of river flooding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rivers - The River Dee, UK</li> </ul>
	<b>Weather Hazards and Climate Change</b>	<ul style="list-style-type: none"> <li>▪ Atmospheric and oceanic circulation</li> <li>▪ Natural causes of climate change</li> <li>▪ Human causes of climate change</li> <li>▪ Evidence of climate change</li> <li>▪ Impacts of climate change</li> <li>▪ Understanding the UK's climate</li> <li>▪ Tropical storms and their impacts</li> <li>▪ Causes and impacts of drought</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typhoon Haiyan (Philippines) – Developing</li> <li>▪ Hurricane Sandy (USA) – Developed</li> <li>▪ Californian Drought (USA) – Developed</li> <li>▪ Ethiopian Drought (Ethiopia) - Developing</li> </ul>

	<b>Ecosystems, Biodiversity and Management</b>	<ul style="list-style-type: none"> <li>▪ Global ecosystem distribution</li> <li>▪ The nutrient cycle</li> <li>▪ Goods and services from the biosphere</li> <li>▪ The UK's ecosystems (temperate deciduous)</li> <li>▪ Threats to deciduous woodlands</li> <li>▪ Tropical rainforest ecosystems and their importance</li> <li>▪ Deforestation in tropical rainforests</li> </ul>	<ul style="list-style-type: none"> <li>▪ The New Forest National Park (Temperate Deciduous Forest)</li> <li>▪ Madagascar (Tropical Rainforest)</li> </ul>
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## HISTORY

### Topics covered so far:

Paper 1 – Medicine Through Time, 1250-Present and Medicine on the Western Front

Paper 3 - Weimar and Nazi Germany, 1918-1939

### Online Resources –

Content revision for [Weimar and Nazi Germany](#)

Content revision for [Medicine Through Time /BBC Bitesize](#)

Content revision for [the Western Front](#)

Practice questions for [Weimar and Nazi Germany](#)

Practice questions for [Medicine Through Time](#)

Practice questions for [the Western Front](#)

Every class has been given access to courses on [Seneca](#) – the link to access this has been emailed to each of you had added to your Teams Group. It has courses on all of the topics that we cover.

### Revision Techniques:

1. Identify a topic that you need to do content revision for.
2. Select a page of the revision book, website or notes that you have made previously and read through without taking notes. You can highlight if you need to. Make sure that you are taking the time to take in the information/don't just skim over it.
3. Close the revision book.
4. In a notebook or on a whiteboard, try to write out the notes from the section you just looked at. This will feel hard and it is likely you won't be able to remember everything. That is not a problem.
5. When you have noted down as much as you can remember – reopen your revision book to the same page and re-read the section.
6. Repeat the process of closing the revision book, this timing adding to your notes – you don't have to start again from scratch but you can choose to, if you should so wish.
7. Add in any new notes in a different colour.

You also have access to all your curriculum booklets which have knowledge organisers and application questions attached – these are a great place to start revising some of the basic details you will need by answering the application questions.



**Topics to revise:**

	<b>Medicine Through Time – Topics</b>
<b>Medicine Through Time – Middle Ages 1250-1500</b>	Supernatural and religious explanations of what people believed disease including astronomy.
	Rational explanations about what people believed caused disease including the Theory of the Four Humours and miasma.
	The role of Hippocrates and Galen on medicine 1250-1500
	Preventions used 1250-1500 including: religious actions, bloodletting and purging, purifying the air and the use of herbal remedies.
	Hospital care in the 13 <sup>th</sup> century
	The role of the physician, apothecary, barber surgeon and wise woman in the treatment and care provided within the community and hospitals 1250-1500.
	What people believed caused the Black Death in 1346, how they tried to treat it and attempts to prevent its spread.
	The role of the Church in medicine in the Middle Ages
	Supernatural and religious explanations of what people believed disease including astronomy.
<b>Medicine Through Time – Renaissance 1500-1700</b>	The development of a more scientific approach to medicine including the work of Thomas Sydenham in improving diagnosis.
	The influence of the printing press on the spread of new ideas.
	The influence of the Royal society on the spread of new ideas.
	Continuity of treatment and prevention (bloodletting, purging and sweating, herbal remedies, the practice of regimen Sanitatis, the removal of bad air and care for the sick) and why they stayed the same.
	Changes in approaches to prevention, treatment and care including: transference, the use of chemical cures rather than relying on herbs and bloodletting, Renaissance hospitals starting to treat people with wounds and curable diseases such as fevers and the introduction of hospitals specialising in one particular disease e.g. pox houses.
	The influence of Vesalius on medical knowledge, particularly anatomy, in England. Examples of where Vesalius proved Galen wrong.
	Increased exploration bringing new plants and herbs to be used in herbal remedies e.g. quinine to treat malaria.
	The influence of William Harvey, his discovery of the circulation of the blood and the impact this had on medical understanding at the time.
	Approaches to dealing with the Great Plague, including beliefs about what caused it, treatments and attempts to prevent it. This should include: beliefs linked to religion, miasma, the four humours and person to person touch. The use of prayers, quarantine, smoking tobacco, killing cats and dogs, burning barrels of tar, closing theatres etc.
<b>Medicine Through Time – Industrial – 1700-1900</b>	Continuity in beliefs about what caused disease in this period, including miasma and the Theory of the four humours, though the theory of the four humours was losing popularity.
	Changing beliefs in what caused disease – the influence of Pasteur’s Germ Theory and Robert Koch’s work on microbes.
	The work of Joseph Lister (carbolic acid) and James Simpson (chloroform) on surgery. Antiseptics and anaesthetics.
	The Enlightenment and the impact of this on medical understanding at the time.
	Improvements and changes in hospital care and the influence of Florence Nightingale on this
	The role of Edward Jenner in the development of the smallpox vaccine and the impact of this.
	Fighting Cholera in 1854 – attempts to prevent its spread the significance of Snow and the Broad Street Pump.

	Public Health Acts of 1848 and 1875.
<b>Medicine Through Time – Modern – 1900- present</b>	Changes in understanding about the cause of disease and illness: the influence of genetic and lifestyle factors.
	The impact that the availability of blood tests, scans and monitors had on diagnosis.
	Change in care and treatment – the impact of the NHS.
	The impact on science and technology on medicine.
	Advancements in medicine including magic bullets (Salvarsan 606 and Prontosil).
	Alexander Fleming and the development of penicillin (First antibiotic). The role of Florey and Chain.
	The fight against lung cancer, the use of science and technology in diagnosing and treating it. Government action.
	High-tech and medical and surgical treatments in hospitals e.g. robotic surgery
<b>Medicine on the Western Front</b>	The Ypres Salient, Second Battle of Ypres (Gas), the Somme (high casualties), Arras (underground tunnels and hospitals) and Cambrai (blood banks)
	The trench system – construction, organisation, frontline, communication and reserve trenches.
	Use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras.
	Impact terrain had on treatment of soldiers, transport and communications infrastructure.
	Ill health from the trench environment – shell shock, trench foot and trench fever
	Nature of wounds from rifles and explosives – shrapnel, wound infection, head injuries.
	Effects of gas attacks.
	Work of RAMC and FANY
	The system of transport: stretcher bearers, horse and motor ambulances
	The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital.
	Underground hospital at Arras
	New techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai
The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.	
	<b>Weimar and Nazi Germany 1918-1939</b>
<b>The Weimar Republic 1918-1929</b>	The legacy of the First World War. The abdication of the Kaiser, the armistice, November Criminals and the revolution 1918-1919
	The creation of the Weimar Republic and the strengths and weaknesses of the constitution including Article 48.
	Reasons for the unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.
	Challenges to the Republic from the Left – Spartacist Uprising 1919
	Challenges to the Republic from the right the Freikorps and the Kapp Putsch (1920)

	Challenges of 1923 – hyperinflation, the reasons for and impact.
	The occupation of the Ruhr – reasons for and impact.
	Reasons for economic recovery between 1924-1919 including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and the American loans and investments.
	The impact of the Locarno Pact, joining the League of Nations and the Kellog-Briand Pact
	Changes in the standard of living including wages, housing and unemployment insurance.
	Change sin the position of women, politics and leisure.
	Cultural changes: developments in architecture, art and the cinema.
<b>Hitlers Rise to Power 1919-1933</b>	Hitler's early career, including: joining the German Workers' Party and the creation of the Nazi Party, 1919-1920.
	The early growth and features of the NSDAP, including: the Twenty-Five Point Programme and the role of the SA.
	The reasons for, events and consequences of the Munich Putsch. Mein Kampf.
	Reasons for limited support for the Nazi Party, 1924-1928. Party reorganisation and the Bamberg Conference.
	The growth of unemployment – its causes and impact.
	The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933.
	The growth in support of the Communist Party.
	Reasons for the growth in support of the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.
	Political developments in 1932 – the role of Hindenburg, Bruning, von Papen and von Schleicher.
	The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.
<b>Please be aware that the content below this is within the Weimar and Nazi Germany topics but is unlikely to be covered until after your mocks but has been put here for future reference.</b>	
<b>Nazi control and dictatorship 1933-1939</b>	The Reichstag Fire and its impact including the Reichstag Fire Decree
	The Enabling Act, the banning of other parties and trade unions.
	The threat of Ernst Rohm and the SA to Hitler, the Night of the Long Knives.
	The death of Hindenburg and Hitler becoming Fuhrer.
	The army and its oath of allegiance
	The role of the Gestapo, the SS, the SD and concentration camps in the creation and enforcement of the police state.
	Nazi control of the legal system, judges and law courts and impact on the police state.
	Nazi policies towards the Catholic and Protestant churches, including the Reich Church and the Catholic Concordat.
	Goebbels and the Ministry of Propaganda – how this was used to control and influence attitudes. Including: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936).
	Nazi control of culture and the arts, including art, architecture, literature and film,

	The extent of support for the Nazi regime.
	Opposition from the Churches, including the role of Pastor Niemoller.
	Opposition from the young, including the Swing Youth and the Edelweiss Pirates.
<b>Life in Nazi Germany 1933-1939</b>	Nazi views on women and family
	Nazi policies towards the young.
	The Hitler Youth and the League of German Maidens
	Nazi control of the young through education, including the curriculum and teachers.
	Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.
	Changes in the standard of living, especially of German workers.
	The Labour Front, Strength through Joy and the Beauty of Labour
	Nazi racial belief and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities.
	The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.

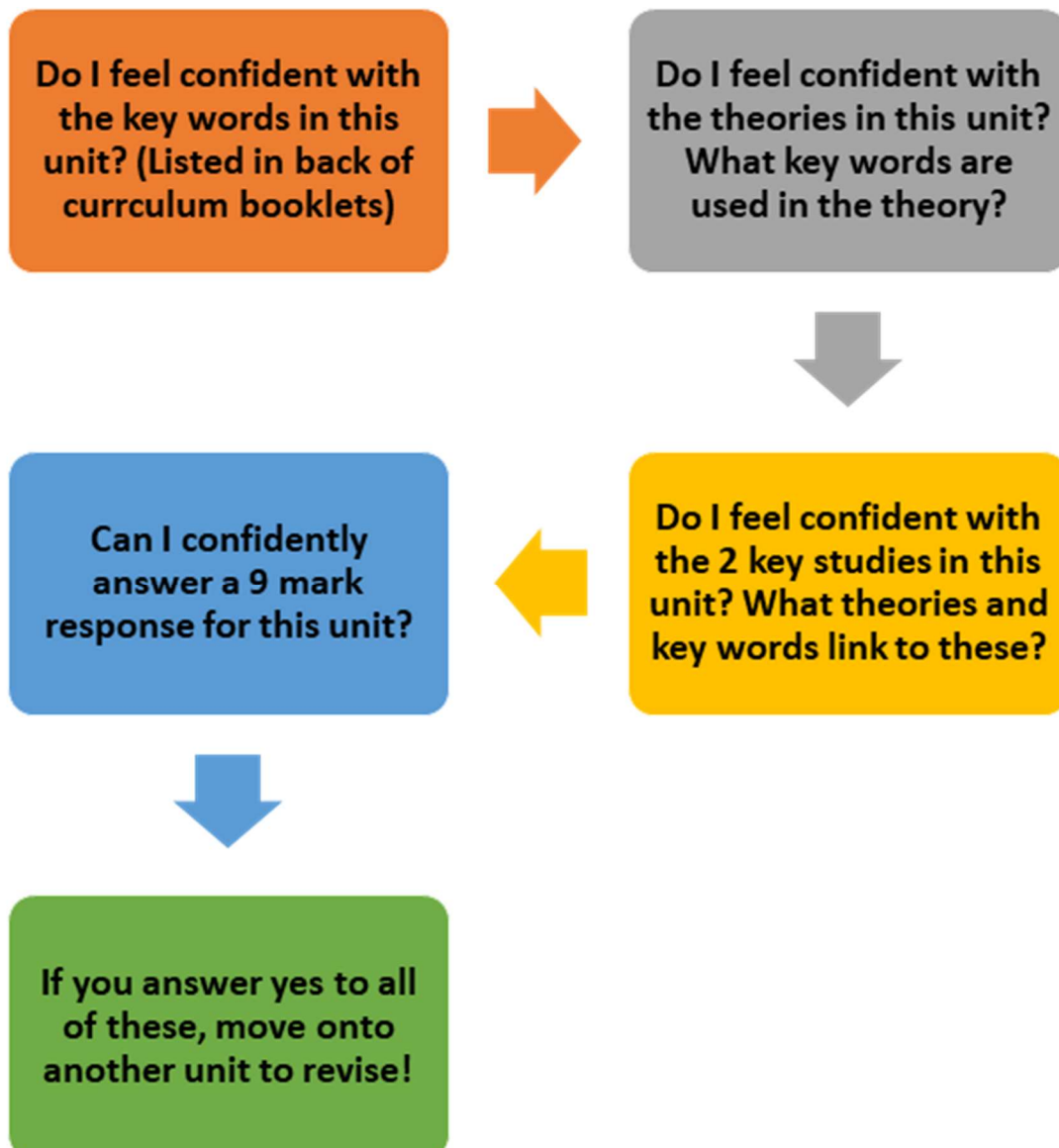




## Resources on Teams:

- Use the revision tips to revise using a variety of resources: [Revision Ideas](#)
- Revisit curriculum booklets and see if you can complete these independently: [All Curriculum Booklets](#)
- The revision file contains a variety of useful revision resources: [Revision Resources](#)
- The lesson PowerPoints for topics we have covered so far are on Teams to visit: [Revision PPTs](#)
- There are A3 overview's for each topic with a fill in the gaps to check your knowledge: [A3 Revision Overviews](#)
- All of the lessons are on teams if there is any particular subtopics you would like to revisit in detail: [All Lessons](#)
- Past papers will be added as we move through the course: [Past Papers](#)

When revising each unit, we suggest you ask yourself the following questions in this order:



At the start of term 3 you will have a written cumulative assessment in your music and drama lessons. This will test you on your knowledge and understanding of the keywords taught in terms 1 and 2.

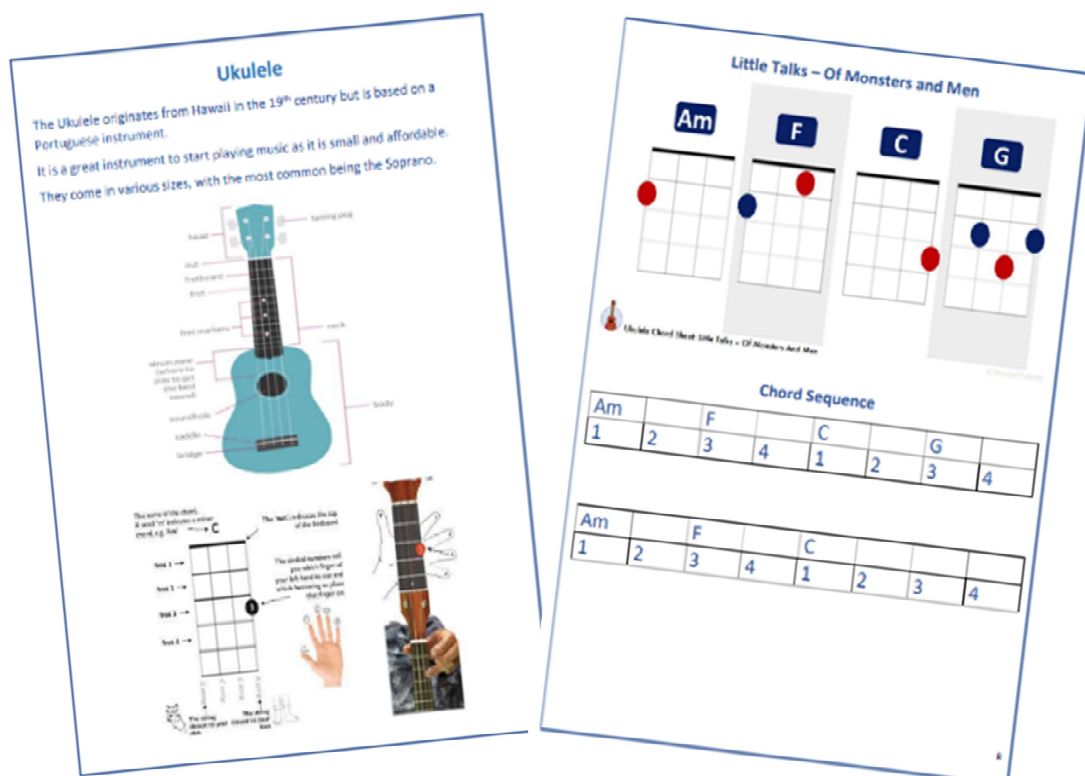
Your teacher will have given you back your term 1 and 2 workbooks and you should use these to revise from. Have a look at your low stakes tests in your booklets to see if you can identify the keywords that you are not confident with and begin with these.

Use the following tips for revision to help you:

- Read through the keywords
- Cover up the meaning of the word and test yourself
- Cover up the keyword and see if you can write down the keyword
- Ask someone at home to test you

For music, pay particular attention to the note lengths (semibreve, minim, crotchet and quaver), making sure you know the note name, what it looks like and how long it lasts.

Once completed, your score for your written cumulative assessment will be added to the score for your practical assessment which you have done in class this term, giving you an overall grade.





# COMBINED SCIENCE

Your teacher will inform you of the date of each cumulative assessment. In each assessment, you can be assessed on anything you have studied up to that point. When you move into Y11, your cumulative assessments will also include topics you have studied in Y9 and Y10.

### Tips for preparing:

- Use your curriculum and exercise books to check what you need to know.
- Use the quizzes on BBC bitesize ([BBC Bitesize](#)) to test yourself.
- Spend time revising the topic you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method. This link takes you to a short video on how to use flashcards: [Flashcards & the Leitner system](#).
- Complete as many practice exam papers as you can. Past papers and mark schemes can be found on [Teams](#)

BIOLOGY				
Topic	Curriculum booklet	CGP Revision Guide		BBC Bitesize link
		Higher	Foundation	
Cells & Microscopy	Introduction to cells	11-14	11-14	<a href="#">Cell structure</a>
Enzymes	Inside cells	15-17	15-17	<a href="#">Enzymes</a>
Transporting substances	Inside cells	18-19	18-19	<a href="#">Transport in cells</a>
Cell division & Growth	Cells and DNA	20-22	20-22	<a href="#">Cell division</a>
DNA & sexual reproduction	Cells and DNA	26-27	26-27	<a href="#">Reproduction &amp; Genome</a>
Genetics	Cells and DNA	28-31	28-31	<a href="#">Genetics &amp; Inheritance</a>
Communicable diseases	Health and disease	39-43	39-43	<a href="#">Communicable diseases</a> <a href="#">Treating, Curing &amp; Preventing Diseases</a> <a href="#">Making medicines</a>
Non-communicable diseases	Health and disease	44-46	44-46	<a href="#">Non-communicable diseases</a>
Circulatory System & Respiration	The circulatory system	59-65	57-64	<a href="#">Circulatory System &amp; Respiration</a>
Hormones & Homeostasis	Responding to change	52-57	52-56	<a href="#">Hormones &amp; Homeostasis</a>

Nervous system	Responding to change	23-24	23-24	<a href="#">The Nervous System</a>
Plants & Photosynthesis	Plants and photosynthesis	47-50	47-50	<a href="#">Plants &amp; Photosynthesis</a>
Ecosystems	Ecology	67-70	66-69	<a href="#">Ecosystems</a>
Water & Carbon Cycles	Ecology	71-72	71-72	<a href="#">Cycles &amp; Decomposition</a>

CHEMISTRY				
Topic	Curriculum booklet	CGP Revision Guide		BBC Bitesize link
		Higher	Foundation	
Atomic Structure & Periodic table	Atomic structure & ion formation	78-82	78-82	<a href="#">Atomic Structure Periodic Table</a>
Ionic Bonding	Atomic structure & ion formation	83-85, 76	83-85	<a href="#">Ionic Compounds</a>
Covalent Bonding	Covalent and Metallic bonding	86-87	86-88	<a href="#">Simple Molecules</a> <a href="#">Giant Covalent</a>
Metallic Bonding	Covalent and Metallic bonding	88	89	<a href="#">Metals &amp; Non-metals</a>
States of Matter & Separating Techniques	Pure & Impure substances	97-104	96-103	<a href="#">States of Matter &amp; Mixtures</a>
Acids & Alkalis	Acids and bases	105-109	104-109	<a href="#">Acids &amp; Alkalis</a> <a href="#">Making Salts</a>
Rates of Reactions	Measuring chemical reactions	128-133	127-132	<a href="#">Rates of Reaction</a>
Exothermic & Endothermic Reactions	Measuring chemical reactions	134-136	133-135	<a href="#">Energy Changes in Reactions</a>
Conservation of Mass	Chemistry calculations	89	90	<a href="#">Conservation of Mass</a>
Relative Formula Mass & Formulas	Chemistry calculations	90	91	<a href="#">Relative Formula Mass</a>
Concentration	Chemistry calculations	92	94	<a href="#">Concentration</a>



Empirical Formulas	Chemistry calculations	93	92-93	<a href="#">Empirical Formula 1</a> <a href="#">Empirical Formula 2</a>
Moles & Reacting Masses	Chemistry calculations	91-95	-	<a href="#">Higher only Calculations</a>
Extracting Metals	Metals	114-120	114-119	<a href="#">Extracting Metals</a>
Groups in the Periodic Table	Groups in the periodic table	123-126	121-125	<a href="#">Groups in the Periodic Table</a>
Changing Atmosphere	The atmosphere	141-143	141-143	<a href="#">Earth &amp; Atmosphere</a>
Fuels	Fuels	137-140	136-140	<a href="#">Fuels</a>

PHYSICS				
Topic	Curriculum booklet	CGP Revision Guide		BBC Bitesize link
		Higher	Foundation	
Motion & Forces	Motion Vector quantities	145-155	145-155	<a href="#">Scalar &amp; Vector Motion</a> <a href="#">Newton's Laws</a> <a href="#">Motion of Vehicles</a> <a href="#">Momentum (Higher only)</a>
Energy	Conservation of energy	156-162	156-163	<a href="#">Energy</a>
Waves	Waves	164-167	165-169	<a href="#">Waves</a>
EM Spectrum	EM Spectrum	168-171	170-172	<a href="#">EM Spectrum</a>
Radioactivity	Radioactivity	172-177	173-179	<a href="#">Radioactivity</a>
Forces & Energy	Work & Power	179-182	181-183	<a href="#">Forces Doing Work</a>



# SEPARATE SCIENCE

Your teacher will inform you of the date of each cumulative assessment. In each assessment, you can be assessed on anything you have studied up to that point. When you move into Y11, your cumulative assessments will also include topics you have studied in Y9 and Y10.

## Tips for preparing:

- Use your curriculum and exercise books to check what you need to know.
- Use the quizzes on BBC bitesize ([BBC Bitesize](#)) to test yourself.
- Spend time revising the topic you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method. This link takes you to a short video on how to use flashcards: [Flashcards & the Leitner system](#).
- Complete as many practice exam papers as you can. Past papers and mark schemes can be found on Teams

BIOLOGY			
Topic	Curriculum Booklet	CGP Revision Guide	BBC Bitesize link
Cells & Microscopy	Introduction to cells	12-15	<a href="#">Cell structure</a>
Enzymes	Inside cells	16-18	<a href="#">Enzymes</a>
Transporting substances	Inside cells	21-22	<a href="#">Transport in cells</a>
Cell division & Growth	Cells and DNA	24-26	<a href="#">Cell division</a>
Nervous system	Cells and DNA	27-30	<a href="#">The Nervous System</a>
DNA & Reproduction	Cells and DNA	32-34	<a href="#">Reproduction &amp; Genome</a>
Communicable diseases	Health and disease	55-63	<a href="#">Health &amp; Diseases - incl. Plant Diseases</a>
Non-communicable diseases	Health and disease	65-67	<a href="#">Non-Communicable Diseases</a>
Circulatory System & Respiration	The circulatory system	87-93	<a href="#">Circulatory System &amp; Respiration</a>
Hormones & Homeostasis	Responding to change	77-83	<a href="#">Hormones &amp; Homeostasis</a>

Nervous system	Responding to change	27-30	<a href="#">The Nervous System</a>
Thermoregulation and Kidneys & Osmoregulation	Responding to change	84-85	<a href="#">Homeostasis in Humans</a>
Plants & Photosynthesis	Plants and photosynthesis	69-73	<a href="#">Plants &amp; Photosynthesis</a>
Plant Hormones	Plants and photosynthesis	74-75	<a href="#">Plant Hormones</a>
Ecosystems & Material Cycles	Ecology	95-106	<a href="#">Ecosystems &amp; Material Cycles</a>

<b>CHEMISTRY</b>			
<b>Topic</b>	<b>Curriculum Booklet</b>	<b>CGP Revision Guide</b>	<b>BBC Bitesize link</b>
Atomic Structure & Periodic Table	Atomic structure & ion formation	15-19	<a href="#">Key concepts in Chemistry</a>
Ionic Compounds	Covalent and Metallic bonding	20-22	<a href="#">Key concepts in Chemistry</a>
Covalent Substances	Covalent and Metallic bonding	23-24	<a href="#">Key concepts in Chemistry</a>
Metallic Bonding	Pure & Impure substances	25	<a href="#">Key concepts in Chemistry</a>
States of Matter & Separating Techniques	Acids and bases	34-41	<a href="#">States of Matter &amp; Mixtures</a>
Rates of Reactions	Measuring chemical reactions	77-82	<a href="#">Rates of Reaction</a>
Exothermic & Endothermic Reactions	Measuring chemical reactions	83-85	<a href="#">Energy Changes in Reactions</a>
Chemistry Calculations	Chemistry calculations 1, 2 & 3	26-32 and 65-57	<a href="#">Chemistry calculations 1</a> <a href="#">Chemistry calculations 2</a> <a href="#">Chemistry calculations 3</a> <a href="#">Chemistry calculations 4</a>
Extracting Metals	Metals	52-58	<a href="#">Extracting Metals</a>
Transition metals, alloys & corrosion	Metals	62-64	<a href="#">Transition metals, alloys &amp; corrosion</a>

Groups in the Periodic Table	Groups in the periodic table	73-76	<a href="#">Groups in the Periodic Table</a>
Changing Atmosphere	The atmosphere	91-93	<a href="#">Earth &amp; Atmosphere</a>
Fuels	Fuels	87-90	<a href="#">Fuels</a>

PHYSICS			
Topic	Curriculum Booklet	CGP Revision Guide	BBC Bitesize link
Motion & Forces	Motion Vector quantities	12-23	<a href="#">Scalar &amp; Vector Motion</a> <a href="#">Newton's Laws</a> <a href="#">Motion of Vehicles</a> <a href="#">Momentum (Higher only)</a>
Energy	Conservation of energy	24-30	<a href="#">Energy</a>
Waves	Waves	32-39	<a href="#">Waves</a>
EM Spectrum	EM Spectrum	40-47	<a href="#">EM Spectrum</a>
Radioactivity	Radioactivity	49-58	<a href="#">Radioactivity</a>
Forces & Energy	Work & Power	65-69	<a href="#">Forces Doing Work</a>
Forces & Energy	Advanced forces	65-69	<a href="#">Forces &amp; their effects</a>



## Topics covered throughout year 10;

- Families and households
- Education

## Useful links and resources;

Use the checklists below to identify areas you need to revise

- Curriculum booklets from each of the topics: [Curriculum booklets 2023-24](#)
- Your A3 Sociologists sheet from each unit
- The lessons on your class Teams folder
- Past papers on your class Teams folder
- [https://www.youtube.com/watch?v=dc2sRx\\_V3y4](https://www.youtube.com/watch?v=dc2sRx_V3y4) – Theories and perspectives
- <https://www.youtube.com/watch?v=riwT5yxDdDY> – Research methods
- <https://www.youtube.com/watch?v=uWN5ymQiUWc> - Family
- <https://www.youtube.com/watch?v=2q8V672g0kk> – Education
- <https://thesociologyguy.com/revision-notes/>
- <https://www.aqa.org.uk/resources/sociology/gcse/sociology/teach/resource-list>

## Family and Households

Topic area	Very confident	Quite confident	Not at all confident	Comments
Definitions of 'family'				
Different types of family in the UK				
Alternatives to families in the UK today				
Changing family and household settings over the course of an individual's life				
Links between families, households, ethnicity and social class				
Different types of family diversity including the work of the Rapoport				
Different families within a global context				
The functionalist perspective on the family				
Parsons' views on the functions of the nuclear family				

The Marxist perspective on the family including the work of Zaretsky				
Feminist perspectives on the family including the work of Delphy and Leonard				
Conjugal role relationships in the past				
Young and Willmott's work on the symmetrical family				

## Education

Topic area	Very confident	Quite confident	Not at all confident	Comments
The functions of education: economic and selective				
The functions of education: socialisation, social control and political				
Formal and informal education and the hidden curriculum				
The functionalist approach: Durkheim				
The functionalist approach: Parsons				
The Marxist approach: Bowles and Gintis				
Key historical changes in education: the tripartite and comprehensive systems				
The organisation of the education system in Britain today				
The state and independent sectors				
Vocational education and alternative forms of provision				
The 1988 Education Act, including marketisation and choice				
The influence of marketisation, including Ball, Bowe and Gewirtz				
New Labour policies after 1997, including raising standards, diversity and reducing inequality				



