

BISHOP ULLATHORNE CATHOLIC SCHOOL



Revision Guide for Year 10

This booklet will help you to plan your revision for your end of year exams. The practice of revising and taking exams will help to prepare you for your GCSE qualifications in Year 11.

We ask you to search for excellence by trying your best.

When are your exams?

You will have exams the **week beginning 27 June** which will be taking place over a week and a half.

To help you, there is an exam timetable informing you of when you will take each paper.

Where will you take your exams?

All your exams will take place in B Block Hall and boys' gym.

What equipment will you need?

You must use a **black** pen for all your exams.

You need to bring a calculator and a geometry set to your maths exams.

What preparation do you need to do now?

Your subject teacher has made a list of the topics you need to revise.

How do you revise?

Step one

- Look at the topics you need to revise.
- If you are missing any notes/ work because you have been absent from school for a time, you should see your subject teacher.

Step two

- Do **not** revise all topics in one subject before moving on to the next subject. You might not leave time for the last subject.
- First, revise one topic from each subject.
- When you have done that, start revising a second topic from each subject.
- Do **not** spend too long on the first topics. Remember that you must revise **all** topics before your exams.

Step three

- A successful way to revise for many subjects is to read for about 10 – 15 minutes and then close your book. Write down some questions to ask yourself.
- Then, either write the answers, or ask someone at home to speak the questions and you can answer verbally.
- Go back to your book to see if you have answered correctly. If you have not, read your notes again.
- **Always ask yourself questions as part of revision. Do not just read your notes.**
- For maths, you can practise questions on line using Hegarty.

How can you help yourself to do your best?

- You need to have slept well the night before each exam so do not go to bed late.
- When you do go to bed, do not look at a TV, mobile phone or computer as this will not help you to sleep.
- Make sure you have breakfast before you come to school.

Good Luck!

Examination Timetable

	Reg	P1	P2	P3	P4	P5
Week Commencing Monday 27 June 2022 (37B)						
37B Mon 27 June	Mathematics Paper 1 (Non-calculator)		Option A			
	1h 30m		Business – 1h 30m Drama – 1h 45m Product Design – 1h 45m PE – 1h 15m Spanish Foundation: Reading – 45m Writing – 1h Spanish Higher: Reading – 1h Writing – 1h 15m		Normal Timetable	
37B Tues 28 June	RE Component 1		Option B			
	1h 30m		Business – 1h 30m Computer Science Paper 1 – 1 hour Music – 1h 30m (Room 51) Spanish Foundation: Reading – 45m Writing – 1h Spanish Higher: Reading – 1h Writing – 1h 15m		Normal Timetable	
37B Weds 29 June	English Literature (19th Century Novel & Macbeth)		Biology			
	1h 40m		Combined – 1h 15m Triple – 1h 45m		Normal Timetable	
37B Thurs 30 June	Humanities		Spanish – Listening (Option A & B)			
	Geography – 1h 20m History (Conflict & Tension) – 1hr		Higher – 45m (A Block Hall) Foundation – 35m (B Block Hall)		Normal Timetable	
37B Fri 1 July	Chemistry		English Language Paper 1			
	Combined – 1h 15m Triple – 1h 45m		1h 45m		Normal Timetable	

	Reg	P1	P2	P3	P4	P5
Week Commencing Monday 4 July 2022 (38A)						
38A Mon 4 July	Mathematics Paper 2 (Calculator)		RE Component 3			
	1h 30m		1h		Normal Timetable	
38A Tues 5 July	Physics		History (Medicine & Health)			
	Combined – 1h 15m Triple – 1h 45m		1 hour		Normal Timetable	

RELIGIOUS EDUCATION

Ability group: All

Topics to be assessed:

Paper 1: Component 1: Foundational Catholic Theology

Theme 1 - Origins and Meanings

- Catholic and scientific beliefs and teaching about the origins of the universe
- Catholic beliefs and teachings about the origin and sanctity of life and the concept of Image Dei, including abortion and stewardship and how these beliefs are expressed through Art
- How Christians serve communities

Theme 2 - Good and Evil

- Catholic perspectives on the origin of evil: original sin and evil
- Alternative Christian and non-Christian views on the nature and the origin of evil and the difference between moral and natural evil
- The nature of the Trinity and Incarnation
- Jesus moral teaching
- The purpose and effects of sculpture, prayer and pilgrimage

Paper 2: Component 3: Judaism Beliefs and Practices

Theme 1 – Judaism Beliefs

- Jewish beliefs about the covenants, and the importance of the Mitzvot
- The nature of the Messiah
- Interpretations on the afterlife
- The Nature of God

Theme 2 – Judaism Practices

- Worship at home and in the Synagogue, including Shabbat and the use of Holy Scripture
- Rituals of Brit Milah, Bar Mitzvah, Marriage and Funerals
- Festivals of Rosh Hashanah, Yom Kippur, Sukkot and Pesach

ENGLISH

Ability group: all

Topics to be assessed:

English Language

Language Paper 1 – Explorations in Creative Reading and Writing

How has the writer used language to describe/ show ...

- Writer's word choices
- Sentence choices
- Language features/ techniques

How has the writer structured the text to interest you as a reader?

- Narrative focus at the start of an extract
- Narrative shifts (time/ character focus)
- Narrative structural features (dialogue / setting / foreshadowing ...)

One student wrote: "...". To what extent do you agree?

- Establish a clear line of argument
- Fully explain and justify a line of argument
- Comment on writer's methods (language/ structural)

Creative writing: Write a description of ... as suggested by this picture:

- Technical accuracy and expression (spelling/ Punctuation and grammar)
- Use of paragraphs
- Discourse markers
- Interesting vocabulary
- Interesting use of language methods for effect.

Topics to be assessed:

English Literature

Literature Paper 1

- Macbeth
- Dr Jekyll and Mr Hyde

OR

- A Christmas Carol
 - Character/ theme
 - Learn important quotes
 - Context (Jacobean times & Tragedy/ Victorian times Gothic/ Detective genre)
 - Identify and analyse the writer's methods to convey meanings.
 - Identify and analyse the writer's methods to convey meanings.

GEOGRAPHY

Ability group: All

Topics to be assessed:

- Coastal Erosion
- Coastal Protection
- Coastal Features
- Map skills including direction
- Low pressure storms and their impacts
- Ecosystems including hot semi-arid grasslands, also known as the Savannah grasslands.
- Climate graphs
- Desertification

HISTORY

Ability group: Mixed

Topics to be assessed:

Paper 1 Conflict and tension, 1894–1918 (WW1)

1. Why did Europe divide into 2 alliances?
2. The crises in Morocco (1905 and 1911) and the Balkans (1908–1909)
3. What effect did Anglo-German rivalry have on European tensions?
4. How and why did Slav nationalism trigger the start of war in 1914?
5. What was the Schlieffen Plan and how did it help to escalate the conflict?

Paper 2 Britain: Health and the people c1000-the present day

Part one: Medicine stands still

1. What did a medieval doctor know?
2. How did Christianity affect medieval medicine?
3. How did Islam affect medieval medicine?
4. How good was Medieval Surgery?
5. Where was public health worse in the medieval period?
6. Where was public health better in the medieval period? Consequences of poor public health: the Black Death.

Part two: The beginnings of change

1. What was the Renaissance?
2. The impact of the Renaissance on Britain: the work of Vesalius: How important were Paré's discoveries?
3. How did Harvey make his discovery?
4. How scientific was seventeenth- and eighteenth-century medicine?
5. How did doctors deal with the Great Plague?
6. How did hospitals change in the eighteenth century?
7. Why should we remember John Hunter?

Part three: A revolution in medicine

1. What was Edward Jenner's contribution to the defeat of smallpox?
2. How was pain conquered?
3. How did doctors in Britain discover that germs caused diseases?
4. How important was Joseph Lister?

5. How did scientists discover that germs caused human diseases? The debate continues in Britain: accepting Pasteur's Germ Theory.
6. The search for vaccines and cures in Europe and Britain
7. How dirty were Britain's towns in the early 1800s?
8. Fighting one of Britain's deadliest diseases: cholera
9. The Great Stink

Part four: Modern medicine

1. What can a study of penicillin tell us about the development of modern medicine?
2. How have drugs and treatments developed since 1945?
3. Beyond mainstream medicine
4. What impact has war and technology had on surgery?
5. Why did the government try to improve the nation's health after 1900?
Into the twenty-first century

MATHS

Ability group: Foundation Tier (10R3, 10R2, 10L3 & 10L4)

Topics to be assessed:

Number

- Ordering Decimals (46)
- Ordering negative numbers (37)
- Multiples (33 – 36)
- Estimation (130/131)
- Converting between fractions and decimals (73)
- Converting between ratios and fractions (330)
- Converting between percentages and fractions (82)
- Simplifying ratios into 1:n (331)
- Fractions of amounts (77)
- Percentages of amounts (non-calculator) (84 – 86)
- Mixed Number operations (64, 66, 69, 70)
- Percentage Profit (759/760)
- Standard Form (122-124)
- Money Problem Solving (743 – 754)
- Direct Proportion (339)
- Sharing in a given ratio (332)
- Complex calculations using a calculator (129)
- Income and rates of pay (755)
- Order of Operations (24)

Algebra

- Co-ordinates (199)
- Collecting like terms (156/157)
- Expanding a single bracket (160)
- Solving equations (178 – 180, 188)
- Solving equations with unknowns on both sides (184)
- Plotting straight line graphs (206)
- Substituting into Formulae (780/781)
- Rearranging Formulae (280/281)

Geometry & Measure

- Properties of Circles
- Scale Diagrams (864 – 867)
- Perimeter (548 – 551)
- Area of Triangles (557)
- Plans & Elevations (837 – 844)
- Distance, Speed & Time (716 – 724)
- Angles in Polygons (561 – 562, 565)
- Similar Triangles (611)
- Right-angled Trigonometry (508 – 511)

Statistics

- Composite Bar Charts (425)
- Range (410)
- Stem & Leaf diagrams (430 – 433)
- Scattergraphs (453, 454)
- Probability Scales (349)
- Probability of single events (351/352)
- Expectation (355)
- Multiple event probability/Tree Diagrams (358 – 363)

MATHS

Ability group: Higher Tier (10L1, 10L2, 10R1)

Topics to be assessed:

Number

- Lowest Common Multiple (34 – 36)
- Estimation (130/131)
- Fractional & Negative Indices, Surds (Clips 82, 131, 154, 188, 207)
- Percentage Profit (759/760)
- Reverse Percentages (96)
- Sharing in a given Ratio/Ratio problems (332-337)
- Mixed Number operations (64, 66, 69, 70)
- Using a calculator effectively (129)
- Surds (116)
- Direct & Inverse Proportion (343 – 345)

Algebra

- Solving linear equations (180)
- Factorising: Difference of two squares (224)
- Expanding single double brackets (162 – 164)
- Gradient (201 – 204)
- Equations of perpendicular lines (215/216)
- Quadratic Sequences (248 – 250)

Geometry & Measure

- Plans & Elevations (837 – 844)
- Surface Area (585)
- Reflecting shapes (639 – 641)
- Describing Transformations (652 – 654)
- Area of Triangles (557)
- Area & Volume of similar shapes (615 – 621)
- Right-angled Trigonometry (508 – 511)
- Sine/Cosine Rule (532 – 533)
- Angles in Polygons (561, 562, 565)

Statistics

- Scattergraphs (453, 454)
- Expectation (355)
- Boxplots (434/435)

SPANISH

Ability group: Higher and Foundation

Topics to be assessed:

Theme 1 Units 1-4

Family and relationships

Social media and Technology

Free time

Customs and festivals

Theme 2 Units 5-8

My house and my local area

Social issue and healthy/unhealthy eating

Global issues, Environment and the homeless

Holidays

Theme 3 Units 9-12

School and studies

Post 16 plans

Jobs and future plans

All revision cards and materials are on our Quizlet groups

Speaking examination booklets have been handed out ready for 11/12/13 July exams

TRIPLE SCIENCE – Physics

Topics to be assessed:

Physics

- P1 - Energy
- P2 - Electricity
- P3 - Particle Model of Matter
- P4 - Atomic Structure

TRIPLE SCIENCE – Biology

Topics to be assessed:

Biology

- B1 Cell biology
- B2 Organisation
- B3 Infection and response
- B4 Bioenergetics

TRIPLE SCIENCE – Chemistry

Topics to be assessed:

Chemistry

- C1 - Atomic Structure and the Periodic Table
- C2 - Bonding, Structure and Properties of Matter
- C5 - Energy Changes
- C6 - The Rate and Extent of Chemical Changes
- C7 - Organic Chemistry
- C8 - Chemical Analysis

BUSINESS

Topics to be assessed:

Unit 1 - Introduction to small business

- Spotting a business opportunity
 - Market research
 - Market mapping
- Showing enterprise
 - Entrepreneurs
 - Risk and reward
 - Meeting customer's needs
- Putting a business idea into practice
 - Aims and objectives
 - Business revenues, costs and profit
 - Fixed and variable costs
 - Break even
 - Cash flow forecasts
 - Sources of finance
- Making the start-up effective
 - Types of business ownership
 - Business location
 - Marketing mix
- Understanding external influences :
 - Technology
 - Legislation
 - External influences

PRODUCT DESIGN

Ability group: All

Topics to be assessed:

40% Core Content:

Topic	Example content	Links for revision
1.1 The impact of new and emerging technologies	e.g. enterprise, crowdfunding, pollution, 3D printing, impact of technology on people and cultures, changes in job roles, production systems like one off, batch, mass	BBC Bitesize - New and Emerging Technologies (1-7) https://www.bbc.co.uk/bitesize/guides/zh2w7p3/revision/1 Seneca 1.1 New & Emerging Technologies
1.2 Evaluating new and emerging technologies to inform	e.g. ethical and environmental perspectives, carbon footprint, Life Cycle Analysis	BBC Bitesize - Informing Design Decisions https://www.bbc.co.uk/bitesize/guides/zh2w7p3/revision/8 Seneca 1.1 New & Emerging Technologies
1.3 Energy: generation, storage and choosing appropriate sources	e.g. non-renewable energy sources – coal, oil, gas, renewable energy sources – biomass, tidal, wind, solar, types of power systems e.g. batteries	BBC Bitesize - Energy Generation and Storage (1, 3-5) https://www.bbc.co.uk/bitesize/guides/zd4bcj6/revision/1 Seneca 1.2 Energy Generation and Storage
1.4 Smart and composite materials, and technical	e.g. smart materials – shape memory alloys, photochromic glass, conductive inks,	BBC Bitesize - Modern and Smart Materials https://www.bbc.co.uk/bitesize/guides/zn67xfr/revision/1

textiles	composites – concrete, plywood, glass reinforced plastic / carbon fibre reinforced plastic	BBC Bitesize - Composite Materials https://www.bbc.co.uk/bitesize/guides/zn67xfr/revision/2 BBC Bitesize - Technical Textiles https://www.bbc.co.uk/bitesize/guides/zn67xfr/revision/3 Seneca 1.3 Developments in New Materials
1.5 Mechanical devices used to produce movement	e.g. four types of movement, class 1 / 2 / 3 levers, pulleys, gears, cams, followers	BBC Bitesize - Mechanical Devices https://www.bbc.co.uk/bitesize/guides/zvfhsrd/revision/1 Seneca 1.4 Mechanical Devices
1.6 Electronic components	e.g. input devices, control, output devices, sensors, components – resistors, thermistors, light dependent resistors	BBC Bitesize - Electronic Systems (1-5) https://www.bbc.co.uk/bitesize/guides/zhxqmsg/revision/1 Seneca 1.5 Systems Approach to Designing

60% Polymers:

Topic	Example Content	Video links for revision
4.1 Design contexts	e.g. the first polymer 'Bakelite', how polymers are used	BBC Bitesize Polymers – Sources and Origins https://www.bbc.co.uk/bitesize/guides/zdmqmsg/revision/1
4.2 Sources and properties	e.g. different types of thermoforming (PVC, ABS, Styrofoam) and	BBC Bitesize Polymers – Characteristics and Properties https://www.bbc.co.uk/bitesize/

	thermosetting polymers, their uses and properties, where polymers come from, environmental impact of producing polymers	<u>guides/zdmqmsg/revision/2</u> BBC Bitesize Polymers – Social and Ecological issues <u>https://www.bbc.co.uk/bitesize/guides/zdmqmsg/revision/3</u>
4.3 Selecting polymers	e.g. aesthetics, environmental factors, cost factors, additives, planned obsolescence, properties	BBC Bitesize Polymers – Selecting Polymers <u>https://www.bbc.co.uk/bitesize/guides/zdmqmsg/revision/4</u>

GCSE PE

Topics to be assessed:

- Information Processing Model
- Guidance and Feedback
- Sportsmanship/gamesmanship
- Goal Setting
- Different types of data
- Classification of Skill
- Arousal and Inverted U theory
- Motivation
- Aggression
- Personality
- Sponsorship
- Media
- Diet
- Somatotype
- Performance Enhancing Drugs
- Participation Levels

COMPUTER SCIENCE

Topics to be assessed:

Topic 1 – Computational Thinking

- Decomposition and abstraction
- Using subprograms
- Algorithms – pseudocode and flowcharts
- Variables and constants
- Arrays
- Records
- Arithmetic and relational operators
- Logical operators
- Trace tables
- Truth tables
- Search and sort algorithms

Topic 2 – Data

- Units of measurement
- Converting binary numbers
- Hexadecimal
- Binary shifts
- Binary addition and 2's complement
- Representing sound in binary
- Representing images in binary

Topic 3 – Computers

- Hardware and software
- Purpose and function of an operating system
- Von Neumann architecture
- CPU
- Embedded systems
- Utility software Methods of identifying vulnerabilities within computer systems

Topic 6 – Programming

- Basic programming statements
- How to read simple programs

An additional revision guide/ knowledge organiser will be given out during lesson time.

DRAMA

Topics to be assessed:

SECTION A: Bringing Texts To Life

DNA, Dennis Kelly

Students must practically consider the ways and develop ideas in which performers, directors and designers create impact and meaning through the elements of performance, including:

- acting style and purpose, including vocal and physical skills
- set and props, including stage furniture and personal props
- lighting and sound, including colour and music
- costume, makeup and masks as appropriate
- use of stage space and spatial relationships, including levels and entrance points
- intended impact and meaning for the audience.

You will be asked to reflect on HOW a performer communicates to an audience.

You will be asked to reflect on the design elements of a performance e.g. Set, lighting, costume and sound.

SECTION B: Live theatre evaluation: Woman in Black

Students will reflect on their experience as an informed member of an audience at a live theatre performance, enabling them to demonstrate knowledge and understanding of performance through analysis and evaluation.

Knowledge and understanding

Students are required to:

- recognise and understand how theatrical choices are used by theatre makers to create impact
- understand how the meaning of a text can be interpreted and communicated to an audience

- use appropriate vocabulary and subject-specific terminology.

Drama and theatre terminology and how to use it appropriately

You will be asked to reflect on HOW a performer communicates to an audience.

You will be asked to reflect on the design elements of a performance e.g. Set, lighting, costume and sound.

MUSIC

Topics to be assessed:

Use the notes you have on SharePoint and previous handouts.

Section 1 - Listening

Rhythm & metre / Harmony & tonality / Texture & melody / Structure & form / Timbre & Dynamics

- Features of melody
- Textures of music
- Time signatures
- Key signatures – relatives, modulation
- Tonality
- Musical forms – Baroque, Popular music
- Dynamics – symbols and names
- Metres
- Structure
- Cadences / chords
- Melodic movements
- Tempo & mood
- SATB – Soprano / Alto / Tenor / Bass
- Musical terms – see glossary
- Musical ornaments
- Key Technology features
- Choir formations

Instrumentation

Use of instrumentation in pieces

Instrument families – Brass, woodwind, string, percussion

Orchestral forms – baroque, classical, popular music groups

Performance techniques – how they can be played

Section 2

Western Classical Tradition 1650 – 1910 -

Mozart Clarinet Concerto in A Major, 3rd movement, Rondo

- Instruments used
- Written / sounding pitches
- Use of dynamics, harmony, rhythm & sonority (timbre)
- Key signatures

Popular music – Little Shop of Horrors

Prologue

Feed me

Mushnik and Sons

- Harmonic features
- Use of drums
- Time signatures
- Use of harmony, melody, rhythm & tonality

Traditional music – Paul Simon

You can call me Al

Graceland,

Diamonds on the Soles of Her Shoes

- Instrumentation
- Chords
- Melodic features
- Use of harmony, melody, texture & structure

Western Classical Tradition since 1910 - Kodaly

Intermezzo

Battle and Defeat of Napoleon

- Use of timpani
- Instrumentation
- Key signatures
- Use of melody, rhythm, tempo

To help organise your revision it can be good to have a timetable so that all of your subjects are covered.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4pm – 4.30pm							
4.30pm – 5pm							
5pm – 5.30pm							
5.30pm – 6pm							
6pm – 6.30pm							
6.30pm – 7pm							

Remember to schedule times to eat and take short breaks to help you re-focus

Choose one day at the weekend to revise and another for relaxing or spending time with family and friends

Always place any mobile devices out of the room when revising, they will impact your ability to concentrate.