

Subject: Art

Year Group: 10

The assessment will be in the form of: Practical Class work

Length of assessment: 2 weeks

Date of Assessment: 21.10.24

<p>What do we want the Pupils to Know or Master:</p> <p>What a natural form is and how it can be explored within the art & design discipline.</p>	<p>The student will demonstrate (success criteria):</p> <p>Identify the formal element of art within natural forms</p> <p>Control a variety of materials to produce outcomes from natural form resources</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
The Formal elements of art within Natural forms	<p><i>Formal elements</i></p> <p><i>Natural forms</i></p>	<p><i>Composition</i></p> <p><i>Observation studies</i></p> <p><i>Material experiments</i></p>	<p>Refer to outcomes in your book that have explored natural forms in great detail.</p> <p>Annotations on artists that have produced work that is considered to be a natural form.</p>

<p>What prior learning does this link to?</p> <p>The formal elements of art (explored in Yr7).</p> <p>Landscapes and mark making in Yr9</p> <p>Links to the four GCSE assessment objectives</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Continuous development of the four assessment objectives and producing outcomes to a consistent standard within the theme of natural forms.</p>
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Resources to support your success

Reference in your sketchbooks
Handouts on show my homework
Recommended website links

[Art GCSE Assessment Objectives](#)

[Formal Elements of Art](#)

[Sketchbook Examples of the Formal Elements in Art](#)

[Sketchbook examples of natural forms](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Biology **Year Group: 10**

The assessment will be in the form of: *Exam paper*

Length of assessment: *60 mins*

Date of Assessment: **w/c 18/11/24**

<p>What do we want the Pupils to Know or Master:</p> <p>4 sections of the required information for the Biology GCSE exam</p> <p>Cell Biology Organisation Infection and response Bioenergetics</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Detailed content revision ✓ Preparation of exam questions/techniques ✓ Show good understanding of Command words ✓ Use of specialist terminology ✓ Retrieve and recall key topic vocabulary ✓ Application of concepts in different contexts ✓ Reading questions carefully and providing key terminology in answers
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Topic List		SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Cell structure and transport</p> <ul style="list-style-type: none"> • The world of the microscope • Animal and plant cells • Eukaryotic and prokaryotic cells • Specialisation in plant cells • Diffusion • Osmosis • Active transport • Exchanging materials <p>Cell Division</p> <ul style="list-style-type: none"> • Cell division 	<p>Disease and Bioenergetics</p> <p>Communicable diseases</p> <ul style="list-style-type: none"> • Health and disease • Pathogens and disease • Viral diseases • Bacterial diseases • Diseases caused by fungal and protists • Human defence responses <p>Preventing and treating disease</p> <ul style="list-style-type: none"> • Vaccination • Antibiotics and pain killers • Discovering drugs 	<ul style="list-style-type: none"> • <i>See topic list</i> 	<p>Create revision notes you will be able to reuse throughout your GCSE.</p> <p>Practice exam questions and look at mark schemes to become familiar with exam style answers: see link to past papers below</p>

<ul style="list-style-type: none"> • Growth and differentiation • Stem cells • Stem cell dilemmas <p>Organisation and the digestive system</p> <ul style="list-style-type: none"> • Tissues and organs • Human digestive system • The chemistry of food • Catalysts and enzymes • Factors affecting enzyme action • How the digestive system works • Making digestion efficient <p>Organising animals and plants</p> <ul style="list-style-type: none"> • The blood • The blood vessels • Helping the heart • Breathing and gas exchange • Tissues and organs in plants • Transport systems in plants • Evaporation and transpiration • Factors affecting transpiration 	<ul style="list-style-type: none"> • Developing drugs <p>Non-communicable diseases</p> <ul style="list-style-type: none"> • Non-communicable diseases • Cancer • Smoking and the risk of disease • Diet, exercise, and disease • Alcohol and other carcinogens <p>Photosynthesis</p> <ul style="list-style-type: none"> • Photosynthesis • The rate of photosynthesis • How plants use glucose • Making the most of photosynthesis <p>Respiration</p> <ul style="list-style-type: none"> • Aerobic respiration • The response to exercise • Anaerobic respiration • Metabolism and the liver 		
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<p>What prior learning does this link to?</p> <p>All lessons taught since the start of September 24 Concepts covered in year 9</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Ongoing as part of the GCSE to cover whole of the Biology specification, as part of the 17 units that need to be studied</p>
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Resources to support your success

Kerboodle textbooks online

Revision guides

Seneca Learning tasks

Bbcbite size

<https://www.bbc.co.uk/bitesize/topics/z2mttv4>

<https://www.bbc.co.uk/bitesize/topics/zwj22nb>

<https://www.bbc.co.uk/bitesize/topics/z9kww6f>

<https://www.bbc.co.uk/bitesize/topics/zgr997h>

AQA assessment materials:

https://www.savemyexams.com/gcse/biology_combined-science/aqa/-/pages/past-papers/

Youtube videos:

<https://www.youtube.com/watch?v=HBZcpzr5B2g&list=PL9louNCPbCxVU74eQtCcqbaQdYmwzAnlC>

https://www.youtube.com/watch?v=4ui4oSHHnzA&list=PL9louNCPbCxXGDt3ATU1xM_X_F8JghPCB

<https://www.youtube.com/watch?v=QYWNXp36O48&list=PL9louNCPbCxVQPNgqka5bSs-IWe3L6OD8>

<https://www.youtube.com/watch?v=uPeZBhJYlnU>

<https://www.youtube.com/watch?v=wUm71FPuVCQ>

<https://www.youtube.com/watch?v=63XExOKWrqg>

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Subject: Business Studies

Year Group: 10

The assessment will be in the form of: *Theme 1 Mini Test (45 minutes)*

Date of assessment: 10A – 3rd Dec, 10B/C – 4th Dec

<p>What do we want the Pupils to Know or Master:</p> <p><u>Theme 1</u> Topic 1.1: Enterprise and Entrepreneurship Topic 1.2: Spotting Opportunities (Market Research)</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Knowledge of risk and reward, role of business activity, business ideas. ✓ Knowledge of market research methods, segmentation, the competitive environment. ✓ Correctly answering per command words: State, Calculate, Outline, Explain, Discuss
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Theme 1: Small Businesses</p> <p><u>Topic 1.1: Enterprise and Entrepreneurship</u></p> <ul style="list-style-type: none"> • Risk: business failure, financial loss and lack of security. • Reward: business success, profit and independence • The role and purpose of business activity: producing goods or supplying services, meeting customer needs (price, quality, choice and convenience) and adding value. • Why and how new business ideas come about. <p><u>Topic 1.2: Spotting Opportunities (Market Research)</u></p> <ul style="list-style-type: none"> • The purpose and methods of market research: primary and secondary, quantitative and qualitative, advantages and disadvantages. • Market mapping to identify gaps and competition. • Using segmentation to target customers (location, demographics, lifestyle, income and age). • Understanding the competitive environment (SWOT: price, quality, location and product range). 	<ul style="list-style-type: none"> - <i>Sole Trader, Partnership</i> - <i>Private (Ltd), Public (Plc)</i> - <i>Franchises, Franchisee, Franchisor</i> - <i>Liability (Limited and Unlimited)</i> - <i>Personal Assets</i> - <i>Entrepreneur</i> - <i>Customer Needs and Competitors</i> - <i>Primary and Secondary Research</i> - <i>Analysing Data (Quantitative and Qualitative)</i> 	<ol style="list-style-type: none"> 1. Revision Knowledge Organisers 2. Keyword Flashcards 3. Lessons Slide and Activities 4. Revision Booklet

<p>What prior learning does this link to?</p> <p>Year 9 Learning GCSE Theme 1</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Links to all future GCSE content (Edexcel GCSE Business Theme 1 and 2)</p>
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Revision and Resources

<p>Resources to support your success</p> <p>Knowledge Organisers for Topic 1 & 2 (slide 1 and 2)</p> <p>Personal Revision Materials</p> <p>Checkpoint Assessment Feedback</p> <p>YouTube Playlist (Two Teachers)</p> <p>Study Skills Booklet (relevant for all year groups and subjects)</p> <p>Revision and Study Skills.pdf</p>

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Chemistry **Year Group: 10**

The assessment will be in the form of: *Exam paper*

Length of assessment: *60 mins*

Date of Assessment: **w/c 18/11/24**

<p>What do we want the Pupils to Know or Master:</p> <p>4 sections of the required information for the Chemistry GCSE exam</p> <p><i>Atomic structure</i> <i>Periodic table</i> <i>Structure and bonding</i> <i>Chemical changes</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Detailed content revision ✓ Preparation of exam questions/techniques ✓ Show good understanding of Command words ✓ Use of specialist terminology ✓ Retrieve and recall key topic vocabulary ✓ Application of concepts in different contexts ✓ Reading questions carefully and providing key terminology in answers
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Topic List		SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Atomic Structure</p> <ul style="list-style-type: none"> • Atoms • Chemical equations • Separating mixtures • Fractional distillation and paper chromatography • History of the atom • Structure of the atom • Ions, atoms, and isotopes • Electronic structures <p>The Periodic Table</p> <ul style="list-style-type: none"> • Development of the periodic table • Electronic structures and the periodic table • Group 1- the alkali metals • Group 7- the halogens • Explanaing trends <p>Structure and Bonding</p> <ul style="list-style-type: none"> • States of matter • Atoms into ions 	<ul style="list-style-type: none"> • Ionic bonding • Giant ionic structures • Covalent bonding • Structure of simple molecules • Giant covalent structures • Fullerenes and graphene • Bonding in metals <p>Chemical Reactions and Energy Changes</p> <ul style="list-style-type: none"> • The reactivity series • Displacement reactions • Extracting metals • Salts from metals • Salts from insoluble bases • Making more salts • Neutralisation and the pH scale • Strong and weak acids 	<ul style="list-style-type: none"> • <i>See topic list</i> 	<p>Create revision notes you will be able to reuse throughout your GCSE.</p> <p>Practice exam questions and look at mark schemes to become familiar with exam style answers: see link to past papers below</p>

<p>What prior learning does this link to?</p> <p>All lessons taught since the start of September 24 Concepts covered in year 9</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Ongoing as part of the GCSE to cover whole of the Chemistry specification, as part of the 12 units that need to be studied</p>
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Revision and Resources

<p>Resources to support your success</p> <p>Kerboodle textbooks online</p> <p>Revision guides</p> <p>Seneca Learning tasks</p> <p>Bbcbitessize</p> <p>https://www.bbc.co.uk/bitesize/topics/zcckk2p</p> <p>https://www.bbc.co.uk/bitesize/topics/z33rrwx</p> <p>https://www.bbc.co.uk/bitesize/topics/zt6ppbk</p> <p>AQA assessment materials:</p> <p>https://www.savemyexams.com/gcse/chemistry_combined-science/aqa/-/pages/past-papers/</p> <p>Youtube videos:</p> <p>https://www.youtube.com/watch?v=nUzOXy9V-K0&list=PL9IouNCPbCxULWXC09jt0PsuAbxYpw2_1</p> <p>https://www.youtube.com/watch?v=Lk1V0buHEFs&list=PL9IouNCPbCxXDIRtCQEG0cGehBvJ7t9Pf</p> <p>https://www.youtube.com/watch?v=CTwJETjYffY&list=PL9IouNCPbCxXmFgiKCM60SgIh-qOG_vIE</p> <p>Study Skills Booklet (relevant for all year groups and subjects)</p> <p>Revision and Study Skills.pdf</p>
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Subject: Computer Science

Year Group: 10

The assessment will be in the form of: *Written paper*

Length of assessment: *50 Minutes*

Date of Assessment: 4th Dec 2024

<p>What do we want the Pupils to Know or Master:</p> <ul style="list-style-type: none"> • Data storage • Compression • Boolean Logic • SQL • Data Types • Python Programming – Sequence; Selection (IF-Else) • Networking 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Converting numbers between Binary, Denary and Hex number system ✓ How characters are represented in binary (ASCII) ✓ How image is stored in binary ✓ How sound is stored in binary ✓ Need for and types of compression ✓ How Networks work
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
Data storage – Numbers (Binary, Decimal, Hex); Binary shift; Text (ASCII); Images; Sound Compression- Lossy, Lossless Boolean Logic - AND, OR, NOT gates; drawing Truth Tables; drawing Logic Diagrams SQL – Select From Where Data Types – Integer; Real; Boolean; Text; Casting Python Programming – Sequence; Selection (IF-Else) Networking – LAN; WAN; Factors affecting the performance of networks; hardware needed to set up networks; topologies; DNS; Hosting; IP, MAC Addressing; Protocols; Layers; Encryption	Bit; Byte; Nibble; KiloByte; MegaByte; GigaByte; TeraByte; PetaByte Number Conversion – Binary; Decimal; Hex; Adding Binary numbers; Binary Shift ASCII character set; Extended ASCII; Unicode Image size, Resolution; Colour Depth; Meta Data Sound; Sampling; sample Rate; Bit depth	SQL – SELECT, FROM, WHERE Boolean Logic - AND, OR, NOT gates; drawing Truth Tables; drawing Logic Diagrams Abstraction; Decomposition; Pseudocode; Flowchart; Trace Tables Data Types – Integer; Real; Boolean; Text; Casting Arithmetic operators - + - * / Mod DIV ^	<ol style="list-style-type: none"> 1. Teams lessons/Notes 2. Revision Knowledge Organisers 2. Glossary booklet 4. Revision Book

What prior learning does this link to? <i>Data storage</i> <i>Compression</i> <i>Boolean Logic</i> <i>SQL</i> <i>Data Types</i> <i>Python Programming – Sequence; Selection (IF-Else)</i> <i>Networking</i>	Links to future learning and/or provides foundation of knowledge for <i>Python Programming – Iteration (While loops)</i>
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Resources to support your success Knowledge Organisers: Number System Memory Boolean Data types Networks Teach-ict website username: hp52rg password: gateway5 TEAMs lessons CGP revision guide for OCR Computer Science https://student.craigndave.org/videos/slr1-2-memory-and-storage https://student.craigndave.org/videos/slr2-4-boolean-logic https://www.bbc.co.uk/bitesize/examspecs/zmtchbk Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf

Subject: Dance

Year Group: 10

The assessment will be in the form of: *practical activity, written test in class and online terminology test*. Length of assessment: *60 minutes*

Date of Assessment: 19th November theory and 21st November practical

<p>What do we want the Pupils to Know or Master: <i>Perform with accuracy technical phrases that clearly demonstrate the physical skills</i> <i>Learn, choreograph and perform a phrase of movement with accurate physical, technical, expressive and mental skills.</i> <i>Define, categorise and use dance terms correctly and applying this knowledge within written exam responses.</i> <i>Recall information about the 6 anthology works</i> <i>Answer exam questions about the 6 anthology works, discussing and evaluating the production features evidenced within the works.</i></p>		<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Perform technical phrases demonstrating accurate technical, physical, expressive and mental skills. ✓ Demonstrate clear physical skills within technique phrases ✓ Work well within a group, contributing dance ideas ✓ Perform with confidence ✓ Use, apply and define dance terminology correctly. ✓ Use subject specific terminology within written examination responses ✓ Evaluate the production features evidenced within the anthology set works. ✓ Recall factual information about the anthology works. 	
Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Technique Terminology: Section A Anthology works</p>	<p><i>Body actions</i> <i>Spatial components</i> <i>Dynamic qualities</i> <i>Relationship</i> <i>Physical skills</i> <i>Expressive skills</i> <i>Mental skills</i> <i>Technical skills</i> <i>Motif development</i> <i>Safe practice</i> <i>Choreographic devices</i> <i>Structures and structuring devices</i> <i>Choreograph process</i></p>	<p><i>Features of production</i> <i>Aural setting</i> <i>Performance environments</i> <i>A Linha Curva</i> <i>Emancipation of</i> <i>Expressionism</i> <i>Shadows</i> <i>Within Her Eyes</i> <i>Infra</i> <i>Artificial Things</i> <i>Choreographic intention</i> <i>Stimulus</i></p>	<ul style="list-style-type: none"> • Watch the 6 anthology dance videos and performances on YouTube. • Read/watch the interviews on the 6 anthology works. • Revise factual information about the anthology works, in particular the stimuli and choreographic intention • Revise terminology – flash cards/mind maps of terminology. • Rehearse technique phrases from class.

<p>What prior learning does this link to? Building upon knowledge of dance terminology learnt at Key Stage 3. Building upon knowledge and experiences within different styles and genres of dance Refining ability to learn and perform repertoire/phrases of movement Continuing to develop choreographic creativity and complexity.</p>	<p>Links to future learning and/or provides foundation of knowledge for GCSE written paper – Section A and Section C. Choreography Performance in a duet/trio</p>
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Revision and Resources

<p>Resources to support your success Year 8 Knowledge Organiser Dance - OneDrive (sharepoint.com) Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>
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Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: GCSE DRAMA

Year Group: 9 / 10

The assessment will be in the form of: Quiz and Practical Performance

Length of assessment: 1 Hour

Date of assessment: tbc

What do we want the Pupils to Know or Master:**The key concepts of these four practitioners / theatrical styles****Stanislavski (Naturalism/Realism)**

- **Emotional Memory:** Actors use their own past experiences to evoke genuine emotions in performance.
- **Magic If:** Actors imagine how they would behave "if" they were in the character's situation.
- **Given Circumstances:** Understanding the character's background, environment, and relationships to create a realistic portrayal.
- **Objective:** The character's goal or desire drives their actions.
- **Subtext:** Understanding the underlying meaning behind a character's lines and behavior.

Bertolt Brecht (Epic Theatre)

- **Verfremdungseffekt (Alienation Effect):** Techniques to prevent the audience from emotionally identifying with characters and situations, encouraging critical reflection.
- **Breaking the Fourth Wall:** Actors directly address the audience to remind them they are watching a play.
- **Narration and Songs:** These interrupt the action to comment on the narrative, making the audience think.

The student will demonstrate (success criteria):

The ability to apply these techniques practically to produce work in different theatrical styles – Brecht, Artaud, Stanislavski, Physical Theatre

The ability to answer simple questions about Brecht's Epic Theatre, Artaud's Theatre of Cruelty, Stanislavski's Naturalism and Physical Theatre.

- **Gestus:** The use of gestures or attitudes to reveal social relations or political themes.

Antonin Artaud (Theatre of Cruelty)

- **Sensory Overload:** Use of intense lighting, sound, and visual effects to jolt the audience into a visceral experience.
- **Physicality and Ritualistic Performance:** Focus on movement and the body to communicate emotions, sometimes over dialogue.
- **Subconscious Expression:** Tapping into primal fears and desires, often through disturbing or chaotic imagery.
- **Breaking Language:** Using non-verbal sounds, screams, and gibberish to transcend traditional language and connect with deeper emotions.

Physical Theatre

- **Movement as Primary Language:** Focuses on the body's ability to communicate ideas and emotions, often replacing or supporting text.
- **Mime and Gesture:** Emphasis on precise physical gestures to convey meaning.
- **Ensemble Work:** Collaborative group performances where the physical interactions between actors are key to the storytelling.
- **Visual Storytelling:** Incorporating elements like dance, acrobatics, and visual imagery to create dynamic performances.

Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Stanislavski</p> <p>Brecht</p> <p>Artaud</p> <p>Physical Theatre</p>	<ul style="list-style-type: none"> • • <i>Stanislavski</i> <li style="padding-left: 20px;"><i>Emotion</i> • • <i>Memory</i> <li style="padding-left: 20px;"><i>Magic If</i> • • <i>Given</i> <li style="padding-left: 20px;"><i>Circumstances</i> • • <i>Objective</i> <li style="padding-left: 20px;"><i>Subtext</i> • • <i>Artaud</i> <i>Sensory overload</i> • <i>Physicality</i> <li style="padding-left: 20px;"><i>Ritualistic</i> • <i>movement</i> <li style="padding-left: 20px;"><i>Subconscious</i> <li style="padding-left: 20px;"><i>Expression</i> <li style="padding-left: 20px;"><i>Breaking</i> <li style="padding-left: 20px;"><i>Language</i> 	<ul style="list-style-type: none"> • <i>Brecht</i> • <i>Breaking the fourth wall</i> • <i>Narration</i> • <i>Song & Dance</i> • <i>Gestus</i> • <i>Physical Theatre</i> • <i>Movement</i> • <i>Mime</i> • <i>Gesture</i> • <i>Ensemble</i> • <i>Lifts</i> • <i>Dance</i> • <i>Choral</i> • <i>Movement</i> 	<p>Revision of key practitioners</p> <p>Application of skills in lesson</p>

<p>What prior learning does this link to?</p> <p>The study of practitioners and theatrical styles throughout KS3 and KS4</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>We consistently revisit these key practitioners in GCSE, A LEVEL and at DEGREE level</p>
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Resources to support your success

BRECHT

<https://www.cirencesterkinghill.gloucs.sch.uk/assets/Shadow-Curriculum-2021/22/Term-1/Drama/y9/Brecht-Lessons.pdf>

ARTAUD, BRECHT, STANISLAVSKI

<https://asfaonline.org/wp-content/uploads/2021/07/y9.pdf>

Expand your knowledge and understanding! – useful websites/podcasts/videos etc...

One Stop-Shop – www.essentialdrama.com – featuring interviews and links to important practitioners, companies, styles, etc.

BBC Bitesize - <https://www.bbc.com/bitesize/subjects/zbckjxs> - covers everything from creating to evaluating, and lots of handy videos.

Techniques, Practitioners, Video Links - <https://www.bgsperformingarts.com/drama.html>

Frantic Assembly – <https://www.youtube.com/user/franticassembly>

National Theatre - <https://www.youtube.com/user/ntdiscovertheatre>

Study Skills Booklet (relevant for all year groups and subjects) [Revision and Study Skills.pdf](#)

Assessment Preparation

Subject: English Literature

Year Group: 10

The assessment will be in the form of: *a written analysis of an extract from 19th century class novel ; class specific (A Christmas Carol or Dr Jekyll and Mr Hyde)*

Length of assessment: *50 minutes planning / 50 minutes written response*

Date of Assessment: *Week beginning Monday November 11th*

What do we want the Pupils to Know or Master:	The student will demonstrate (success criteria): ✓
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>English Literature (class novel) Exploring: Character Theme Context Language for specific effect (e.g. tension / sympathy)</p>	<p><i>You could include the writer's choice of:</i></p> <ul style="list-style-type: none"> • <i>words and phrases</i> • <i>language features and techniques</i> • <i>sentence forms.</i> <p><i>(short, compound, complex</i></p>	<p><i>Metaphor</i> <i>Simile</i> <i>Personification</i> <i>Alliteration</i> <i>Verbs</i> <i>Adjectives</i> <i>Noun phrases</i></p>	<ul style="list-style-type: none"> ✓ <i>Clear, explained response to task and whole text.</i> ✓ <i>Effective use of references to support explanation</i> ✓ <i>Clear explanation of writer's methods with appropriate use of relevant subject terminology.</i> ✓ <i>Understanding of effects of writer's methods to create meanings.</i> ✓ <i>Clear understanding of ideas/perspectives/ contextual factors</i>

<p>What prior learning does this link to?</p> <p><i>Victorian context from KS3</i> <i>Analytic skills developed from KS3</i></p>	<p>Links to future learning and/or provides foundation of knowledge for GCSE requirements: <i>reading critically through:</i></p> <ul style="list-style-type: none"> • <i>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</i> • <i>studying setting, plot, and characterisation, and the effects of these</i> • <i>making inferences and referring to evidence in the text</i>
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Resources to support your success

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: French Year Group: 10

The assessment will be in the form of: ***A Listening, Reading, Writing and Dictation*** Length of assessment: ***2 x lessons*** Date of Assessment: **w/c 18/11/24**

<p>What do we want the Pupils to Know or Master: Vocabulary from units 1,4,8,9. Grammar: Present, perfect tense with avoir and etre, near future, simple future and conditional tenses Understanding and giving positive and negative opinions Listening and Dictation: vocab from units 1,4,8,9. Reading: vocab from units 1,4,8,9, including line translations from French to English Writing: a 90 word writing, translations into French. Grammar: Multiple choice (complete a sentence)</p>	<p>The student will demonstrate (success criteria): Listening, Reading and Writing : Use present tense (regular and irregular verbs like <i>avoir, etre, aller, faire</i>). A variety of opinion phrases including likes, dislikes and reasons Conditional tense for regular verbs plus <i>je voudrais, il y aurait</i> and <i>je serais/il serait/ce serait</i> Understanding of phonics (dictation). Retrieve and recall key topic vocabulary from units 1,4,8 and 9 (Kerboodle).</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Theme 1 Unit 1: Identity and Relationships with others Theme 2 Unit 4: Freetime activities Theme 3 Unit 8: Media and technology Theme 3 Unit 9: The environment and where people live</p>	<ul style="list-style-type: none"> • <i>J'ai</i> • <i>Je suis</i> • <i>Je voudrais</i> • <i>Il y a/avait/aurait</i> • <i>C'est/c'était/ce serait</i> • <i>J'aime .. parce que/car</i> 	<ul style="list-style-type: none"> • <i>Key topic vocabulary</i> • <i>Adjectives</i> • <i>Positives and negatives</i> • <i>-er regular verb endings (present tense)</i> • <i>Irregular verbs (avoir/etre/aller/ faire)- all tenses</i> 	<p>Conjugating verbs in a range of tenses Reading skills – understanding short texts Recognising and producing a variety of phonics sounds in the dictation. Listening for gist.</p>

<p>What prior learning does this link to? Year 9 topics– talking about friends and family, media and technology, freetime activities</p>	<p>Links to future learning and/or provides foundation of knowledge for Building a wider vocabulary knowledge and understanding of grammar and its application</p>
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Revision and Resources

Resources to support your success

You will need to use Quizlet to help you revise the above, plus any worksheets and notes from the beginning of year 9

Other useful revision websites are

<https://www.kerboodle.com/app/courses/105709>

BBC GCSE Bitesize:

<https://www.bbc.co.uk/bitesize/examspecs/zp838p3>

Languages online:

https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#google_vignette

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Geography

Year Group: 10

The assessment will be in the form of: Written Paper

Length of assessment: 45 minutes

Date of Assessment: Week beginning November 18, 2024

<p>What do we want the Pupils to Know or Master:</p> <p>Coastal Landscapes in UK</p>	<p>The student will demonstrate an ability to (success criteria):</p> <ul style="list-style-type: none"> ✓ Name the wave types and characteristics ✓ Explain the different coastal processes: <ul style="list-style-type: none"> -Weathering processes-mechanical, chemical -Mass movement-sliding, slumping and rock falls -Erosion-hydraulic power, abrasion, attrition -Transportation-longshore drift -Deposition ✓ Discuss the characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks ✓ Identify characteristics and formation of landforms resulting from deposition-beaches, sand dunes, spits and bars ✓ Assess the costs and benefits of the different soft and hard engineering management strategies ✓ Evaluate a coastal management scheme in the UK
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>KEY IDEAS</p> <ol style="list-style-type: none"> 1. Physical Processes that shape the coast 2. Coastal Landforms 3. Management Strategies used to protect coastlines from the effects of physical processes. 	<p>Constructive Waves, Destructive Waves, Mass Movement, Longshore Drift, Headlands and Bays, Cliffs and Wave cut platforms, Caves, Arches and Stacks, Soft engineering management strategies, Hard engineering management strategies</p>	<ul style="list-style-type: none"> • Comprehensive revision of topics – use flash cards/revision cards, knowledge organisers, case study sheets, lists of questions for each topic. • Constant questioning – write out lists of questions on each topic • Use PEEE paragraphs – point, example (for example... case study fact or figure), explain (this means that...), extend (another reason/ consequence)

What prior learning does this link to?

PC1 will be linked to information taught since September.

Links to future learning and/or provides foundation of knowledge for:

Continuation of the topics on UK Landscapes-Rivers

**Revision and Resources****Resources to support your success**

Use the AQA website to practice past papers - <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification/subject-content/living-with-the-physical-environment>

Bitesize - <https://www.bbc.co.uk/bitesize/guides/zt6r82p/revision/4>

Quizlet - <https://quizlet.com/gb/24435745/geography-gcse-coasts-flash-cards/>

Watch Youtube to support with content learning.

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: History Year Group: 10

The assessment will be in the form of: *3 exam questions sat in class* Length of assessment: *45 mins* Date of Assessment: 18/11

<p>What do we want the Pupils to Know or Master:</p> <p><i>Exam practice in preparation for the GCSEs. This assessment will include questions from 2 different papers: Changes in Health and Medicine and Germany in Transition</i></p> <p><i>The questions for Germany will be as follows:</i></p> <p>1) <i>Use Source A and your own knowledge to describe...</i> 2) <i>What is the purpose of Source B?</i></p> <p><i>The question for Medicine will be as follows:</i></p> <p>5) <i>Outline how _____ has changed from 500AD to the present day.</i></p> <p><i>The blank will be one of the following: causes of illness and disease, prevention of illness, treatment of illness, medical knowledge, patient care, public health (these correspond to the chapters in the textbook)</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Detailed content revision ✓ Preparation of essay technique (especially for medicine) ✓ Evaluation of change ✓ Evaluation of significance
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Germany in transition Chapter 1: The Impact of the First World War</p> <p>Changes in Health and Medicine: all 6 chapters we studied in Year 9</p>	<ul style="list-style-type: none"> • <i>Weimar Constitution</i> • <i>Weimar Republic</i> • <i>Treaty of Versailles</i> • <i>Political instability</i> 	<ul style="list-style-type: none"> • <i>Causes</i> • <i>Prevention</i> • <i>Treatment</i> • <i>Medical knowledge</i> • <i>Patient care</i> • <i>Public health</i> 	<p>Use your knowledge booklets to test yourselves and each other on the facts, especially for medicine.</p> <p>Make sure every medicine essay plan includes an evaluation of the extent of change.</p> <p>Practice exam technique for Germany as that is the newer topic.</p>

- *Spartacist Uprising*
- *Kapp Putsch*
- *Invasion of the Ruhr*
- *Hyperinflation*

What prior learning does this link to?

This is the first chapter for Germany and will feel like a new and unfamiliar assessment. That is ok!

For Medicine you are being assessed on everything from Year 9. It will feel like a lot. Use the booklets and create the essay templates.

Links to future learning and/or provides foundation of knowledge for

Ongoing as part of the GCSE

Resources to support your success

There are many revision resources on SMHW for you which you have also been given copies of in class. The following links will also help:

[Effects of World War One - Weimar Germany - National 5 History Revision - BBC Bitesize](#)
[Introduction - Impact of the First World War - WJEC - GCSE History Revision - WJEC - BBC Bitesize Resource \(eduqas.co.uk\)](#)

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Subject: Maths **Year Group: Year 10 Foundation sets 3 and 4**

The assessment will be in the form of: Written test Length of assessment: 55mins Date of Assessment: Week beginning 18th November

**What do we want the Pupils to Know or Master:
Real-life and algebraic linear graphs**

- *develop algebraic and graphical fluency, including understanding linear and simple quadratic functions*
- *recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane*
- *interpret mathematical relationships both algebraically and graphically*
- *reduce a given linear equation in two variables to the standard form $y = mx + c$; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically*

**The student will demonstrate (success criteria):
Real-life graphs**

- Use input/output diagrams;
- Use axes and coordinates to specify points in all four quadrants in 2D;
- Identify points with given coordinates and coordinates of a given point in all four quadrants;
- Find the coordinates of points identified by geometrical information in 2D (all four quadrants);
- Find the coordinates of the midpoint of a line segment;
- Draw, label and scale axes;
- Read values from straight-line graphs for real-life situations;
- Draw straight line graphs for real-life situations, including ready reckoner graphs, conversion graphs, fuel bills graphs, fixed charge and cost per unit;
- Draw distance–time graphs and velocity–time graphs;
- Work out time intervals for graph scales;
- Interpret distance–time graphs, and calculate: the speed of individual sections, total distance and total time;
- Interpret information presented in a range of linear and non-linear graphs;
- Interpret graphs with negative values on axes;
- Interpret gradient as the rate of change in distance–time and speed–time graphs, graphs of containers filling and emptying, and unit price graphs.

Straight-line graphs

- Plot and draw graphs of $y = a$, $x = a$, $y = x$ and $y = -x$, drawing and recognising lines parallel to axes, plus $y = x$ and $y = -x$;
- Identify and interpret the gradient of a line segment;
- Recognise that equations of the form $y = mx + c$ correspond to straight-line graphs in the coordinate plane;

- Identify and interpret the gradient and y-intercept of a linear graph given by equations of the form $y = mx + c$;
- Find the equation of a straight line from a graph in the form $y = mx + c$;
- Plot and draw graphs of straight lines of the form $y = mx + c$ with and a table of values;
- Sketch a graph of a linear function, using the gradient and y-intercept (i.e. without a table of values);
- Find the equation of the line through one point with a given gradient;
- Identify and interpret gradient from an equation $ax + by = c$;
- Find the equation of a straight line from a graph in the form $ax + by = c$;
- Plot and draw graphs of straight lines in the form $ax + by = c$;
- Interpret and analyse information presented in a range of linear graphs:
 - use gradients to interpret how one variable changes in relation to another;
 - find approximate solutions to a linear equation from a graph;
 - identify direct proportion from a graph;
 - find the equation of a line of best fit (scatter graphs) to model the relationship between quantities;
- Explore the gradients of parallel lines and lines perpendicular to each other;
- Interpret and analyse a straight-line graph and generate equations of lines parallel and perpendicular to the given line;
- Select and use the fact that when $y = mx + c$ is the equation of a straight line, then the gradient of a line parallel to it will have a gradient of m and a line perpendicular to this line will have a gradient of $-\frac{1}{m}$.

Topic List	Vocabulary		Recommended skill practice for this assessment
Unit 9 Real-life and algebraic linear graphs Real-life graphs Straight-line graphs	<ul style="list-style-type: none"> • Parallel • Horizontal • Vertical • Straight line • Axis • Equation 	<ul style="list-style-type: none"> • Linear • Table of values • Function • Gradient • Slope • Steep 	Questions from Corbett Maths https://corbettmaths.com/contents/

	<ul style="list-style-type: none"> • Graph • Intercept • Direct proportion • Inverse Proportion • Real-life • Parallel • Perpendicular • Product • Reciprocal • Negative reciprocal 	<ul style="list-style-type: none"> • Positive • Negative • Coordinate • y-intercept • Curve • Asymptote • Interpret 	
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<p>What prior learning does this link to? Should be able to plot coordinates and read scales Should be able to substitute into a formula.</p>	<p>Links to future learning and/or provides foundation of knowledge for UNIT 14 Multiplicative reasoning UNIT 16: Algebra: quadratic equations and graphs</p>
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Revision and Resources

<p>Resources to support your success Seneca learning</p> <p>Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>
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Subject: Maths **Year Group: Year 10 Higher sets 1 and 2**

The assessment will be in the form of: Written test Length of assessment: 55mins Date of Assessment: Week beginning 18th November

What do we want the Pupils to Know or Master:

Real-life and algebraic linear graphs, quadratic and cubic graphs, the equation of a circle, plus rates of change and area under graphs made from straight lines

- *develop algebraic and graphical fluency, including understanding linear and simple quadratic functions*
- *recognise, sketch and produce graphs of linear and quadratic functions of one variable with appropriate scaling, using equations in x and y and the Cartesian plane*
- *interpret mathematical relationships both algebraically and graphically*
- *reduce a given linear equation in two variables to the standard form $y = mx + c$; calculate and interpret gradients and intercepts of graphs of such linear equations numerically, graphically and algebraically*

The student will demonstrate (success criteria):

Graphs: the basics and real-life graphs

- Identify and plot points in all four quadrants;
- Draw and interpret straight-line graphs for real-life situations, including ready reckoner graphs, conversion graphs, fuel bills, fixed charge and cost per item;
- Draw distance–time and velocity–time graphs;
- Use graphs to calculate various measures (of individual sections), including: unit price (gradient), average speed, distance, time, acceleration; including using enclosed areas by counting squares or using areas of parallelograms, squares and triangles;
- Find the coordinates of the midpoint of a line segment with a diagram given and coordinates;
- Find the coordinates of the midpoint of a line segment from coordinates;
- Calculate the length of a line segment given the coordinates of the end points;
- Find the coordinates of points identified by geometrical information

Linear graphs and coordinate geometry

- Plot and draw graphs of $y = a$, $x = a$, $y = x$ and $y = -x$, drawing and recognising lines parallel to axes, plus $y = x$ and $y = -x$;
- Identify and interpret the gradient of a line segment;
- Recognise that equations of the form $y = mx + c$ correspond to straight-line graphs in the coordinate plane;
- Identify and interpret the gradient and y -intercept of a linear graph given by equations of the form $y = mx + c$;
- Find the equation of a straight line from a graph in the form $y = mx + c$;

- Plot and draw graphs of straight lines of the form $y = mx + c$ with and a table of values;
- Sketch a graph of a linear function, using the gradient and y -intercept (i.e. without a table of values);
- Find the equation of the line through one point with a given gradient;
- Identify and interpret gradient from an equation $ax + by = c$;
- Find the equation of a straight line from a graph in the form $ax + by = c$;
- Plot and draw graphs of straight lines in the form $ax + by = c$;
- Interpret and analyse information presented in a range of linear graphs:
 - use gradients to interpret how one variable changes in relation to another;
 - find approximate solutions to a linear equation from a graph;
 - identify direct proportion from a graph;
 - find the equation of a line of best fit (scatter graphs) to model the relationship between quantities;
- Explore the gradients of parallel lines and lines perpendicular to each other;
- Interpret and analyse a straight-line graph and generate equations of lines parallel and perpendicular to the given line;
- Select and use the fact that when $y = mx + c$ is the equation of a straight line, then the gradient of a line parallel to it will have a gradient of m and a line perpendicular to this line will have a gradient of $-\frac{1}{m}$.

Quadratic, cubic and other graphs

- Recognise a linear, quadratic, cubic, reciprocal and circle graph from its shape;
- Generate points and plot graphs of simple quadratic functions, then more general quadratic functions;
- Find approximate solutions of a quadratic equation from the graph of the corresponding quadratic function;
- Interpret graphs of quadratic functions from real-life problems;
- Draw graphs of simple cubic functions using tables of values;
- Interpret graphs of simple cubic functions, including finding solutions to cubic equations;

- Draw graphs of the reciprocal function $y = \frac{1}{x}$ with $x \neq 0$ using tables of values;
- Draw circles, centre the origin, equation $x^2 + y^2 = r^2$.

Topic List	Vocabulary		Recommended skill practice for this assessment
<p>Unit 6 Graphs: the basics and real-life graphs Linear graphs and coordinate geometry Quadratic, cubic and other graphs</p>	<ul style="list-style-type: none"> • Parallel • Horizontal • Vertical • Straight line • Axis • Equation • Graph • Intercept • Direct proportion • Inverse Proportion • Real-life • Parallel • Perpendicular • Product • Reciprocal • Negative reciprocal 	<ul style="list-style-type: none"> • Linear • Table of values • Function • Gradient • Slope • Steep • Positive • Negative • Coordinate • y-intercept • Curve • Asymptote • Interpret 	<p>Questions from Corbett Maths https://corbettmaths.com/contents/</p>

What prior learning does this link to?
 Substitution

Links to future learning and/or provides foundation of knowledge for

Assessment Preparation

Subject: Music Year Group: 10

The assessment will be in the form of: *3 exam questions sat in class*

Length of assessment: *45 mins*

Date of Assessment:

<p>What do we want the Pupils to Know or Master:</p> <p><i>Exam practice in preparation for short questions and extended essay plus recap of compositional theory.</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Detailed content revision ✓ Preparation of composition and performance ✓ Evaluation of DRTSMITH elements of Music ✓ Evaluation of significance
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Time Signatures, Key Signatures, Pitch, Rhythm, dynamics, texture as applied to set study and own compositions.</p> <p>Performing piece of own choice.</p>	<ul style="list-style-type: none"> • <i>Grade 1 and 2 music theory</i> • <i>Meanings of DRTSMITH</i> • <i>Application to Killer Queen and Brandenburg concerto</i> • <i>Contextual knowledge of 1970s music technology and 1600s performance and style instability</i> • <i>Hyperinflation</i> 	<ul style="list-style-type: none"> • <i>Rhythms</i> • <i>Tonality and key</i> • <i>Major and Minor</i> • <i>Textures</i> • <i>Fugue</i> • <i>Concerto and Concerto Grosso features</i> • <i>Verse/Chorus structure</i> • <i>Music technology effects.</i> • <i>Vocabulary for Dynamics, Structure, Time signatures/metre,</i> • <i>Harmony/Chords/Cadences</i> 	<p>Use your theory booklets to test yourselves on music theory</p> <p>Check compositions for features of theory and DRTSMITH elements of Bach/Ground bass</p>

<p>What prior learning does this link to?</p> <p>Year 9 Music theory</p> <p>Year 8 Ground bass and variations</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Future set studies and composition briefs.</p>
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Revision and Resources

<p>Resources to support your success</p> <p>Music Help Guy on You Tube</p> <p>Sharon Bill Music theory on You Tube</p> <p>Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Assessment Preparation

Subject: GCSE PE **Year Group:** Year 10

The assessment will be in the form of: *In class test 50 marks* Length of assessment: *60 minutes* Date of Assessment: week beginning 18th November

<p>What do we want the Pupils to Know or Master: Engagement patterns of different social groups Commercialisation of sport Ethical and socio cultural issues in sport</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Ability to Answer all questions. ✓ Answer a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Sports psychology Socio-cultural influences</p>	<ul style="list-style-type: none"> • etiquette • sportsmanship • gamesmanship • contract to compete. 	<ul style="list-style-type: none"> • PEDs • Hoologanism • <p>Answering extended answer questions in continuous prose. Revisit homework tasks to look over answers to 9 mark questions</p>

<p>What prior learning does this link to? Recall from Sports psychology unit at the end of year 9</p>	<p>Links to future learning and/or provides foundation of knowledge for Full paper 2 content exam</p>
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Resources to support your success

Powerpointas covered this term have been sent to you via Satchel:one – please download, keep and condense notes from onto flashcards for revision

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Photography

Year Group: 10

The assessment will be in the form of: Practical Class work

Length of assessment: 2 weeks

Date of Assessment: 21.10.24

<p>What do we want the Pupils to Know or Master:</p> <p>Exploring Urban landscapes while effectively demonstrating consistent control of the exposure triangle when using the DSLR cameras.</p>	<p>The student will demonstrate (success criteria):</p> <p>What is an Urban Landscape? What is the exposure triangle? What are the compositional photography skills?</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Urban Landscapes</p>	<p><i>Formal elements</i> <i>Urban Landscapes</i> <i>Photography composition</i> <i>Exposure triangle</i></p>		<p>Revisit and revise what the exposure triangle is when using a DSLR. Explore the recommended photography compositional skills.</p>

<p>What prior learning does this link to?</p> <p>The formal elements of art (explored in Yr7). Links to the four GCSE assessment objectives</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Continuous development of the four assessment objectives and producing outcomes to a consistent standard within the theme of Urban Landscapes</p>
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Resources to support your success

Reference on your power points
Handouts on show my homework
Recommended website links

[Photography GCSE Assessment Objectives](#)

[Formal Elements of Art](#)

[GCSE Photography examples](#)

[Exposure Triangle](#)

[DSLR](#)

[Photography Composition Techniques](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
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 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Physics Year Group: 10

The assessment will be in the form of: *Exam paper*

Length of assessment: *60 mins*

Date of Assessment: **w/c 18/11/24**

<p>What do we want the Pupils to Know or Master:</p> <p>First 3 sections of the required information for the Physics GCSE exam</p> <p>Energy and Energy resources Electricity Molecules and Matter</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Detailed content revision ✓ Preparation of exam questions/techniques ✓ Show good understanding of Command words ✓ Use of specialist terminology ✓ Retrieve and recall key topic vocabulary ✓ Application of concepts in different contexts ✓ Reading questions carefully and providing key terminology in answers
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Topic List		SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Conservation and Dissipation of Energy</p> <ul style="list-style-type: none"> • Changes in energy stores • Conservation of energy • Energy and work • Gravitational potential energy stores • Kinetic energy and elastic energy stores • Energy dissipation • Energy and efficiency • Electrical appliances • Energy and power <p>Energy transfer by heating</p>	<p>Particles at Work</p> <p>Electric circuits</p> <ul style="list-style-type: none"> • Current and charge • Potential difference and resistance • Component characteristics • Series circuits • Parallel circuits <p>Electricity in the home</p> <ul style="list-style-type: none"> • Alternating current • Cables and plugs • Electrical power and potential difference • Electrical currents and energy transfer 	<ul style="list-style-type: none"> • <i>See topic list</i> 	<p>Create revision notes you will be able to reuse throughout your GCSE.</p> <p>Practice exam questions and look at mark schemes to become familiar with exam style answers: see link to past papers below</p>

<ul style="list-style-type: none"> • Energy transfer by conduction • Specific heat capacity • Heating and insulating building <p>Energy resources</p> <ul style="list-style-type: none"> • Energy demands • Energy from wind and water • Power from the Sun and the Earth • Energy and the environment • Big energy issues 	<ul style="list-style-type: none"> • Appliances and efficiency <p>Molecules and matter</p> <ul style="list-style-type: none"> • Density • States of matter • Changes of state • Internal energy • Specific latent heat • Gas pressure and temperature 		
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<p>What prior learning does this link to?</p> <p>All lessons taught since the start of September 24</p> <p>Concepts covered in year 9</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Ongoing as part of the GCSE to cover whole of the Physics specification, as part of the 13 units that need to be studied</p>
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<p>Resources to support your success</p> <p>Kerboodle textbooks online</p> <p>Revision guides</p> <p>Seneca Learning tasks</p> <p>Bbcbitessize</p> <p>https://www.bbc.co.uk/bitesize/topics/z89ddxs</p> <p>https://www.bbc.co.uk/bitesize/topics/zcg44qt</p> <p>https://www.bbc.co.uk/bitesize/topics/z3ybb82</p> <p>AQA assessment materials:</p> <p>https://www.physicsandmathstutor.com/past-papers/gcse-science/aqa-physics-1/</p> <p>Youtube videos:</p> <p>https://www.youtube.com/watch?v=-zy9eWzmGe4&list=PL9IouNCPbCxWNjJvmqWZ4vKy4VfcAhsCj</p> <p>https://www.youtube.com/watch?v=-EZmXVOSa20&list=PL9IouNCPbCxWdHszkb6n6503ommOpg_t7</p> <p>https://www.youtube.com/watch?v=CEBfn4ndQWI&list=PL9IouNCPbCxXc2NQoIZN7-3jIKN7vW-Sg</p>
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Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

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Assessment Preparation

Subject: PRE (Religious Studies)

Year Group: 10

The assessment will be in the form of: *Written exam and composition and performance recordings.* Length of assessment: *1HR* Date of assessment: 24th October

<p>What do we want the Pupils to Know or Master:</p> <p>Christianity Beliefs and Teachings</p> <p>How to place all set studies into context</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> • Outline /explain – explicit application and evaluation/discussion/analysis • Good presentation skills, present their work in paragraphs and clearly written and organized • Good understanding of Command words linked to Christian Beliefs and Teachings • Concept expressed with clarity and coherence • Use of specialist terminology • Application of sociological concept in the real world • Some knowledge of current affair relevant for the Religious Topics relevant for Component 2 Christianity. • Making use of important religious quotes to explain Christian views.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>What is :</p> <ul style="list-style-type: none"> ➤ The Nature of God ➤ Why is there Evil and Suffering ➤ The Trinity ➤ The Apostles Creed ➤ Creation according to Christian views ➤ The Crucifixion of Jesus ➤ Incarnation in Christianity ➤ Salvation and Atonement 	<ul style="list-style-type: none"> ➤ Omnipotent ➤ Omnibenevolent ➤ Omniscient ➤ Omnipresent ➤ Transcendent ➤ The Nature of God ➤ The Apostles Creed ➤ Creation 	<p>Respond to 2, 5-, 8-, 10- and 15-mark questions shared in lessons.</p> <p>Use religious quotes to explain views on the topics explored.</p> <p>Read WJEC Eduqas Text.</p> <p>Flas cards with key words</p> <p>Using quote bank</p>

<ul style="list-style-type: none"> ➤ Resurrection ➤ Ascension in Christianity ➤ 	<ul style="list-style-type: none"> ➤ Role ➤ Responsibility ➤ The Fall ➤ Incarnation ➤ Crucifixion ➤ Salvation ➤ Atonement ➤ Resurrection ➤ Ascension ➤ Holy Communion 	<p>Revision clock with topics in sequential order.</p> <p>Reading scriptures from the Bible linked to current topics.</p>
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<p>What prior learning does this link to?</p> <p>Lessons in Year 9 linked to the views Christians share on issues such as Stewardship, Human Rights, Beliefs on Heaven and Hell, Life after Death</p> <p>Exploring various views on philosophical and Ethical issues in Year 8 as well as year 9 with emphasis on Christian doctrine.</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Students will be exploring other topics in the weeks to come that are linked to this, they include topics such as Christian Beliefs ie Prayer, Baptism, Types of Worship, Pilgrimage, After Life, Judgement and the spread of the Christian word.</p>
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Subject: Spanish Year Group: 10

The assessment will be in the form of: ***A Listening, Reading, Writing and Dictation*** Length of assessment: **2 x lessons** Date of Assessment: **w/c 18/11/24**

<p>What do we want the Pupils to Know or Master: Writing: School subjects and opinions – what you study, what you think of your subjects, plans for the future. Describe school uniform and give opinions, say what you would prefer to wear/school rules School rules – say what you have to do/should do at school.</p> <p>The topics covered in this assessment are from:- Theme 1 (Friends and family/School and future plans). Reading: Both topics covered, also line translations from Spanish to English Writing: a 90 word writing (on school): Grammar: Multiple choice (complete a sentence) Listening (on school) Dictation (on school and friends and family).</p>	<p>The student will demonstrate (success criteria):</p> <p>Listening, Reading and Writing : Use present tense (regular and irregular verbs like <i>estar, hacer, ir, ser</i> and <i>tener</i>). A variety of opinion phrases – eg. <i>a mi modo de ver, pienso que, creo que, diria que</i>).</p> <p>Conditional tense for regular verbs (eg <i>llevaría</i> (I would wear ; <i>estudiaría</i> – I would study) and some irregular verbs such as <i>tendría</i> – I would have Impersonal verbs (<i>hay</i> – there is/are ;, <i>hay que, se debe</i> – one must) Immediate future tense (<i>ir a + infinitive</i>) eg <i>en el futuro voy a estudiar el español en la universidad.</i></p> <p>Understanding of phonics (dictation). Retrieve and recall key topic vocabulary.</p>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Theme 1 Topic Friends and Family (from y9) Theme 1 Topic School (y9 into 10)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • <i>Key topic vocabulary</i> <p>Conjugating verbs in a range of tenses Reading skills – understanding short texts Recognising and producing a variety of phonics sounds in the dictation. Listening for gist.</p>

<p>What prior learning does this link to? Year 9 – talking about friends and family, school and future plans (Summer term y9 into y10)</p>	<p>Links to future learning and/or provides foundation of knowledge for Building a wider vocabulary knowledge and understanding of grammar and its application</p>
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Resources to support your success

You will need to use Quizlet to help you revise the above, plus any worksheets and notes from the beginning of year 9

Other useful revision websites are

BBC GCSE Bitesize:

<https://www.bbc.co.uk/bitesize/topics/zcgydnb>

Languages online:

<https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#Grammar>

<https://studyspanish.com/grammar/test/genoun1>

Study Skills Booklet (relevant for all year groups and subjects)

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