YEAR 10

Mock Exam

REVISION GUIDE

THE MALLING SCHOOL

INTRODUCTION

Dear Parents/Carers,

Our Year 10 students will be sitting their mock exams in Term 6. These assessments will test the knowledge and understanding students have developed in each subject so far. Students will receive a full timetable with the dates of their assessments, locations, and allocated exam desks. Most mock exams will take place in the Sports Hall and will be overseen by our invigilation team to replicate the experience of next summer's GCSE examinations.

Access arrangements will be in place throughout the mock exam period. Students entitled to higher-level arrangements will complete their assessments in a separate venue to ensure they can access their support in an appropriate environment.

Although these assessments are internal, rather than the externally assessed exams taken at the end of Year 11 and Year 13, it is still important that students take them seriously and engage fully in revision at home and in the revision activities delivered in lessons. Effective revision helps students consolidate learning, build confidence, and embed the core knowledge they will need for future success. There is no such thing as being "bad at revision"—it is a skill that improves with practice. The key is perseverance and using the techniques recommended by subject teachers and outlined in this Revision Guide, many of which are supported by research into memory and retrieval.

These assessments are also an excellent opportunity for students to become more familiar with completing exams in formal conditions—something we want them to feel confident and comfortable with as they move through their school career. At the same time, we do not want students to become unnecessarily worried, and we ask for your support in helping them maintain a healthy balance. The assessments are primarily a valuable tool for teachers to identify what students have mastered and where further consolidation is needed. They will also help us identify any recent gaps in learning so that these can be addressed promptly.

It is important to remember that it is not the end of the world if an assessment does not go as well as hoped. While revision at home matters, it is equally important not to overdo it. We suggest an average of 60 minutes of revision per night during the two weeks leading up to the assessments. This is best completed as three 20-minute blocks in three different subjects, with short breaks in between. Subject staff will ensure that homework set during this period directly supports preparation for the assessments. Please do take the time to help your child prepare.

Some ways you can support your child include:

- Reassuring them about the exams—doing their best is what matters, and if something goes wrong, it is not the end of the world.
- Reading through this Revision Guide together to understand what is expected in each assessment and the recommended revision strategies.
- Talking to your child about any subjects they are worried about and helping them plan extra time for these where needed. Encourage them to speak to their teachers if they have concerns.
- Helping them create a revision timetable (see template included), aiming for 60 minutes per day in three 20minute blocks.

- Testing them on key content using curriculum booklets or techniques suggested in the Revision Guide.
- Encouraging them to display key definitions and concepts on postit notes around their room.
- Supporting them to organise a separate folder for revision materials, notes, quizzes, and exam questions.

Once papers have been completed, marked, and moderated, we will report your child's grade for each subject, and class teachers will provide individual feedback. For subjectspecific queries, please contact your child's teacher. For any broader questions relating to the exams, please get in touch with your child's Pastoral Leader.

Finally, may I take this opportunity to wish your child the very best of luck with their mock exams. Please encourage them to speak with their subject teachers, Form Tutor, Pastoral Leader, or Guidance Manager if they have any worries or questions.

Yours sincerely,

Mark Burrows

Assistant Headteacher

TIPS FOR SUCCESSFUL REVISION

How should I organise my revision?

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

Action points for students

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

What can families do to support students?

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

TIPS FOR SUCCESSFUL REVISION

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

The night before…

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

On the day…

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

In the examination room…

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

What are the most effective ways to revise?

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

4 Methods of Retrieval Practice

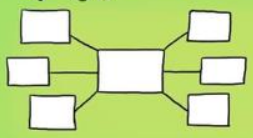
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

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

BRAIN DUMP

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



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

QUIZZING

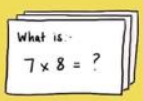
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

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

FLASHCARDS

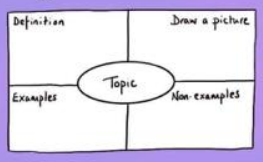
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



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

KNOWLEDGE ORGANISERS

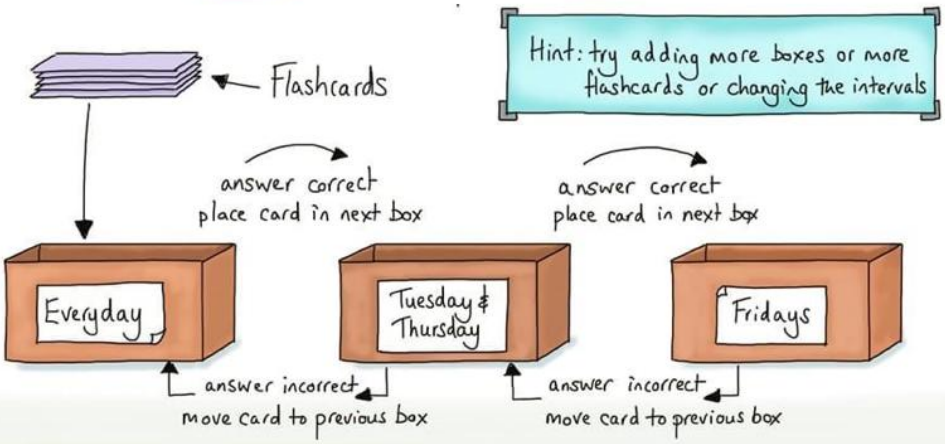
Complete a knowledge organiser template for key information about a topic.



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

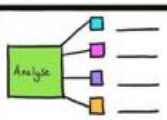
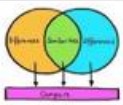
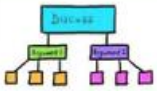
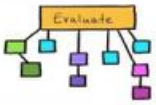
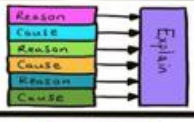
After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

LEITNER Flash card method



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

EXAM COMMAND WORDS

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

SUPPORT FOR

REVISION AND HOMEWORK

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

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

EXAMPLE REVISION TIMETABLE

WEEKLY REVISION PLANNER

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

WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY

ENGLISH

Overview

There is a lot of revision you can do for English. See below for detailed guidance.

Resources

Knowledge Organisers in your Homework Booklets: these have terminology and new vocabulary for language papers as well as contextual information for literature papers.

Virtual School Y10 Audio versions of:

A Christmas Carol https://youtu.be/ZmOioOyFMRk

An Inspector Calls Link to the https://youtu.be/S6KGaGKAvh0

BBC adaptation of the An Inspector Calls film https://youtu.be/giW3d8hvyq4

Curriculum Booklets:

- Read through the Rich Texts which give you background to the writers' intention;
- Use the Quotation Banks to learn quotations.

Your English teacher: please ask your teacher if you have ***any*** questions or concerns about any of the papers.

Independent Learning

Literature:

- Re-read An Inspector Calls and A Christmas Carol or listen to the audio versions. You must know what happens in both and in which order.
- Re-read the poems you have studied in class.
- Create flashcards with quotations, character maps, notes on themes and context.
- Be able to identify writers' methods.
- Learn the list of analytical verbs.
- Make sure you know the answer strategies, including sentence starters.

Language:

- Learn the question sequence for each of the GCSE Language papers.
- Learn the answer strategies.
- Plan and practise Creative Writing questions and Non-Fiction Writing questions, using the correct strategy.
- Make flashcards to help you learn everything you need.
- Read: books, news websites, magazine or newspapers to build your vocabulary.

FOUNDATION - Key topics by paper

Paper 1 (Non-calculator)	Paper 2 (Calculator)	Paper 3 (Calculator)
Converting units of measure Simplifying algebraic expressions Transformations Place Value Comparing fractions, decimals, and percentages Pictograms Money problems Bar charts Spotting patterns Temperature Problems involving electricity Calculating with fractions Writing probabilities Substitution Estimation Manipulating knowledge of a given calculation Speed, distance, time Frequency Trees Recipe problems Increase/Decrease by a % Area problems Stem and leaf diagrams Volume of shapes Solve inequalities Product of primes Problems with ratio Standard form: Writing Standard form: Calculating Angles in polygons Quadratic graphs Density problems	Rounding Calculating with fractions Mean, median and mode Multiples Converting between fractions, decimals and % Ordering values Names and properties of polygons Coordinates Reading graphs Ratios in context Money problems Angles in triangles Function machines Two-way tables Comparing numbers Averages from a frequency table Scales Plotting linear graphs Calculating the mean Percentage profit Probability trees Expand and simplify Index laws Factorise linear expressions Transformations Error intervals Area problems Straight lines problems Find a straight line from two points Depreciation Currency conversion Simultaneous equations	Converting with fractions, decimals, and percentages Fraction of an amount Factors of a number Simplify algebraic fractions Using a calculator Knowing a quadrilateral and its properties Sequences: nth term Faces, edges, and vertices Probability scales Worded operation problems Writing an amount as a fraction of another Bearing and scales Mean, median, mode and range Drawing a triangle based on information given Expand a bracket Solving Factorise Rounding to significant figures Percentage: Including fraction of an amount Angles in parallel lines and triangles Lowest common multiple Pythagoras Theorem Substitution Changing the subject Unit ratios Best buys Frequency polygons Speed/distance/time Area with algebra Converting units of speed Percentage increase or decrease

HIGHER - Key topics by paper

Paper 1 (Non-calculator)	Paper 2 (Calculator)	Paper 3 (Calculator)
Solving inequalities Writing a number as a product of its primes Finding a fraction of an amount Finding a percentage of an amount Ratio problems Converting into and out of standard form Calculating with standard form Angles in polygons Plotting quadratic graphs Density problems Similar shapes (including area and volume) Averages from a group frequency table Complex surface area problems Cumulative frequency graphs Complex probability questions Converting a recurring decimal to a fraction Vectors Probability trees Inverse and direct proportion Complex index laws Algebraic fractions Equation of a circle Complex area problems	Expanding and simplifying Factorising linear expressions Transformation (Enlargement, Rotation, Reflection and Translation) Error intervals Area problems Straight line graph problems Compound interest Currency conversion Calculator efficiency Pressure/ Force/ Area Box plots Inverse proportion Parallel lines Capture/Recapture Ratio Venn diagrams and probability Volume problems The Sine Rule The Cosine Rule Circle theorems Solving quadratic inequalities	Pythagoras Theorem Changing the subject Unit ratios Best buys Frequency polygons Speed problems Area problems Finding the gradient of a line in context Complex index laws Compound interest Reverse percentage Outcome in a given Context (probability) Trigonometry Vectors Expanding triple brackets Factorising quadratics Proof of similar shapes Bound questions Histograms 3D Pythagoras with Trigonometry Algebraic fractions Equation of a circle and straight lines

MATHS

GUIDE TO USING THE REVISION LIST

There are a number of different ways you can use the revision list to support the planning of your revision. It is advisable to gather your unit assessments and highlight those topics which you have achieved in within the assessments. In addition to this highlight those topics which you feel confident in. These topics are low priority topics and should therefore only be revised once others which are high priority have been mastered.

WEBSITES

There are a number of websites which are extremely useful for revision

- SPARX – search for the topic in the search bar and complete the quizzes, watching the videos as you go for those questions which you are struggling with.
- CORBETT MATHS – using the worksheets you can access a video, exam questions or practice questions to embed your learning
- MATHS GENIE – all exam questions with videos to support
- ON MATHS – an interactive website where you can access past papers and predicted papers, completing online which provides the mark scheme for the answers to support you in understanding any mistakes you may have made.

Watching videos are an excellent way of deepening your understanding of a topic. However, it is much more successful if you are active whilst watching. So, take notes, turn the notes into flashcards, practice with the flashcards and then use the exam questions for some timed practice.

OTHER RESOURCES

In addition to the above you have your past curriculum booklets which have your notes, teacher modelled examples and exam questions in.

Ask your teacher if you want to know more about what specifically you should revise and if you are struggling to understand a specific topic.

COMBINED SCIENCE

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

Tips for preparing:

• Use your curriculum and exercise books to check what you need to know.

• Use the quizzes on BBC bitesize (BBC Bitesize) to test yourself.

• Spend time revising the topic you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method. This link takes you to a short video on how to use flashcards: Flashcards & the Leitner system.

• Complete as many practice exam papers as you can. Past papers and mark schemes can be found on Teams

BIOLOGY				
Topic	Curriculum booklet	CGP Revision Guide		BBC Bitesize link
		Higher	Foundartion	
Cells & Microscopy	Introduction to cells	11-14	11-14	Cell structure
Enzymes	Inside cells	15-17	15-17	Enzymes
Transporting substances	Inside cells	18-19	18-19	Transport in cells
Cell division & Growth	Cells and DNA	20-22	20-22	Cell division
DNA & sexual reproduction	Cells and DNA	26-27	26-27	Reproduction & Genome
Genetics	Cells and DNA	28-31	28-31	Genetics & Inheritance

Communicable diseases	Health and disease	39-43	39-43	Communicable diseases Treating, Curing & Preventing Diseases Making medicines
Non-communicable diseases	Health and disease	44-46	44-46	Non-communicable diseases
Circulatory System& Respiration	The circulatory system	59-65	59-64	Circulatory System & Respiration
Hormones & Homeostasis	Responding to change	52-57	52-56	Hormones & Homeostasis
Nervous system	Responding to change	23-24	23-24	The Nervous System
Plants & Photosynthesis	Plants and photosynthesis	47-50	47-50	Plants & Photosynthesis

CHEMISTRY				
Topic	Curriculum booklet	CGP Revision Guide		BBC Bitesize link
		Higher	Foundation	
Atomic Structure & Periodic table	Atomic structure & ion formation	78-82	78-82	Atomic Structure Periodic Table
Ionic Bonding	Atomic structure & ion formation	83-85, 76	83-85	Ionic Compounds
Covalent Bonding	Covalent and Metallic bonding	86-87	86-88	Simple Molecules Giant Covalent
Metallic Bonding	Covalent and Metallic bonding	88	89	Metals & Non-metals
States of Matter & Separating Techniques	Pure & Impure substances	97-104	96-103	States of Matter & Mixtures
Acids & Alkalis	Acids and bases	105-109	104-109	Acids & Alkalis Making Salts
Rates of Reactions	Measuring chemical reactions	128-133	127-132	Rates of Reaction
Exothermic & Endothermic Reactions	Measuring chemical reactions	134-136	133-135	Energy Changes in Reactions
Conservation of Mass	Chemistry calculations	89	90	Conservation of Mass
Relative Formula Mass & Formulas	Chemistry calculations	90	91	Relative Formula Mass
Concentration	Chemistry calculations	92	94	Concentration
Empirical Formulas	Chemistry calculations	93	92-93	Empirical Formula 1 Empirical Formula 2
Moles & Reacting Masses	Chemistry calculations	91-95	-	Higher only Calculations
Extracting Metals	Metals	114-120	114-119	Extracting Metals

PHYSICS				
Topic	Curriculum booklet	CGP Revision Guide		BBC Bitesize link
		Higher	Foundartion	
Motion & Forces	Motion & Forces	145-151	145-152	Motion Newton's Laws
Energy	Conservation of energy	156-162	156-163	Energy
Waves	Waves	164-167	165-169	Waves
EM Spectrum	EM Spectrum	168-171	170-172	EM Spectrum
Radioactivity	Radioactivity	172-177	173-179	Radioactivity
Forces & Energy	Work & Power	179-182	181-183	Forces Doing Work
Forces & Matter	Forces & Springs	205-206	205-206	Forces and Matter

SEPARATE SCIENCE

Tips for preparing:

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

BIOLOGY			
Topic	Curriculum booklet	CGP Revision Guide	BBC Bitesize link
Cells & Microscopy	Introduction to cells	12-15	Cell structure
Enzymes	Inside cells	16-18	Enzymes
Transporting substances	Inside cells	21-22	Transport in cells
Cell division & Growth	Cells and DNA	24-26	Cell division
Nervous system	Cells and DNA	27-30	The Nervous System
DNA & sexual reproduction	Cells and DNA	32-34	Reproduction & Genome
Communicable diseases	Health and disease	55-63	Health & Diseases incl. Plant Diseases
Non-communicable diseases	Health and disease	65-67	Non-Communicable Diseases
Circulatory System & Respiration	The circulatory system	87-93	Circulatory System & Respiration
Hormones & Homeostasis	Responding to change	77-83	Hormones & Homeostasis
Thermoregulation and Kidneys & Osmoregulation	Responding to change	84-85	Homeostasis in Humans

Topic	Curriculum booklet	CGP Revision Guide	BBC Bitesize link
Plants & Photosynthesis	Plants and photosynthesis	69-73	Plants & Photosynthesis
Plant Hormones	Plants and photosynthesis	74-75	Plant Hormones

CHEMISTRY			
Topic	Curriculum booklet	CGP Revision Guide	BBC Bitesize link
Atomic Structure & Periodic Table	Atomic structure & ion formation	15-19	Key concepts in Chemistry
Ionic Compounds	Covalent and Metallic bonding	20-22	Key concepts in Chemistry
Covalent Substances	Covalent and Metallic bonding	23-24	Key concepts in Chemistry
Metallic Bonding	Pure & Impure substances	25	Key concepts in Chemistry
States of Matter & Separating Techniques	Acids and bases	34-41	States of Matter & Mixtures
Rates of Reactions	Measuring chemical reactions	77-82	Rates of Reaction
Exothermic & Endothermic Reactions	Measuring chemical reactions	83-85	Energy Changes in Reactions
Chemistry Calculations	Chemistry calculations 1, 2 & 3	26-32 and 65-67	Chemistry calculations 1 Chemistry calculations 2 Chemistry calculations 3 Chemistry calculations 4

Extracting Metals	Metals	52-58	Extracting Metals
Transition metals, alloys & corrosion	Metals	62-64	Transition metals, alloys & corrosion

PHYSICS			
Topic	Curriculum bo oklet	CGP Revision Guide	BBC Bitesize link
Motion & Fo rces	Motion & Forces	12-16 and 18	https://www.bbc.co.uk/bitesize/guides/zgcp7p3/revisio n/1 Motion Newton's Laws
Energy	Conservation of energy	24-30	Energy
Waves	Waves	32-39	Waves
EM Spectru m	EM Spectrum	40-47	EM Spectrum
Radioactivit y	Radioactivity	49-58	Radioactivity
Forces & En ergy	Work & Power	65-69	Forces Doing Work
Forces & En ergy	Advanced forces	65-69	Forces & their effects
Forces & Elasticity	Forces & Springs	99-100	Forces and Elasticity

GCSE History Edexcel

Topics covered so far:

- Paper 1 – Medicine Through Time, 1250-Present and Medicine on the Western Front (1hr 20m)
- Paper 3 - Weimar and Nazi Germany, 1918-1939 (1hr 30m)

Online Resources –

Content revision for Weimar and Nazi Germany
Content revision for Medicine Through Time /BBC Bitesize
Content revision for the Western Front
Practice questions for Weimar and Nazi Germany
Practice questions for Medicine Through Time
Practice questions for the Western Front

On your History Teams Page, your teacher will also have provided you with access to content revision guides as well as practice exam questions that you can complete.

Revision Techniques:

Option 1:

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

Option 2:

Prepare Your Page:

- **Divide it into three sections** - the Cue column on the left, a larger Note column on the right, and a Summary area at the bottom.

Note Column:

- Use the Note column to jot down **main ideas**, **details**, and other information during a lecture or while reading.
- Try to stick to **key terms**, **short phrases**, or **concise sentences**.

Cue column:

- Write down **questions** in the cue column based on the notes you've taken or any keywords, main ideas, and study prompts.
- Add to this either **afterwards** or **during a review**.

HISTORY

- These cues serve as **prompts for active recall** during revision.
- Use these questions later to test yourself.

Summary:

- At the bottom of the page, **summarise your notes**, encapsulating the key points and insights in a few sentences.

Review:

- Use the **Cue column** to test your **recall of the notes**, covering the **Note** section.
- Try to recall as much information as possible.

Topics to revise:

Medicine Through Time – Topics	
For each of the four time periods (below) that you have looked at you should have examples of the following -> • **1250-1500 – Middle Ages (Case Study – The Black Death 1248).** • **1500-1700 – Renaissance (Case Study – The Great Plague 1665)** • **1700-1900 – Industrial (Case Study – Cholera 1854 and Edward Jenner and Smallpox)** • **1900-Present Day – Modern (Case Study – Lung Cancer)**	• Examples of what people believed caused disease, what people did to treat and prevent it. • How illness was diagnosed in each time period. • Role and impact of key individuals on the progress of medicine. • Role of different factors such as technology, education, the Church and scientific and how they led to or hindered progress. • The case study for each time period • Where people would have gone to receive treatment in each time period e.g. home vs. hospital care. • Who was responsible for the treatment of illnesses in each time period and the type of care they provided. Your overall focus should be on what changed or stayed the same between each of the time periods and **why** this was the case.
Medicine on the Western Front 1914-1918	
The Ypres Salient, Second Battle of Ypres (Gas), the Somme (high casualties), Arras (underground tunnels and hospitals) and Cambrai (blood banks)	
The trench system – construction, organisation, frontline, communication and reserve trenches.	
Use of mines at Hill 60 near Ypres and the expansion of tunnels, caves and quarries at Arras.	
Impact terrain had on treatment of soldiers, transport and communications infrastructure.	
Ill health from the trench environment – shell shock, trench foot and trench fever	
Nature of wounds from rifles and explosives – shrapnel, wound infection, head injuries.	
Effects of gas attacks.	

Work of RAMC and FANY
The system of transport: stretcher bearers, horse and motor ambulances
The stages of treatment areas: aid post and field ambulance, dressing station, casualty clearing station, base hospital.
Underground hospital at Arras
New techniques in the treatment of wounds and infection, the Thomas splint, the use of mobile x-ray units, the creation of a blood bank for the Battle of Cambrai
The historical context of medicine in the early twentieth century: the understanding of infection and moves towards aseptic surgery; the development of x-rays; blood transfusions and developments in the storage of blood.

HISTORY

	Weimar and Nazi Germany 1918-1939
The Weimar Republic 1918-1929	The legacy of the First World War. The abdication of the Kaiser, the armistice, November Criminals and the revolution 1918-1919
	The creation of the Weimar Republic and the strengths and weaknesses of the constitution including Article 48.
	Reasons for the unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.
	Challenges to the Republic from the Left – Spartacist Uprising 1919
	Challenges to the Republic from the right the Freikorps and the Kapp Putsch (1920)
	Challenges of 1923 – hyperinflation, the reasons for and impact.
	The occupation of the Ruhr – reasons for and impact.
	Reasons for economic recovery between 1924-1919 including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and the American loans and investments.
	The impact of the Locarno Pact, joining the League of Nations and the Kellog-Briand Pact
	Changes in the standard of living including wages, housing and unemployment insurance.
	Change sin the position of women, politics and leisure.
	Cultural changes: developments in architecture, art and the cinema.
Hitlers Rise to Power 1919-1933	Hitler's early career, including: joining the German Workers' Party and the creation of the Nazi Party, 1919-1920.
	The early growth and features of the NSDAP, including: the Twenty-Five Point Programme and the role of the SA.
	The reasons for, events and consequences of the Munich Putsch. Mein Kampf.
	Reasons for limited support for the Nazi Party, 1924-1928. Party reorganisation and the Bamberg Conference.
	The growth of unemployment – its causes and impact.
	The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933.
	The growth in support of the Communist Party.
	Reasons for the growth in support of the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.
	Political developments in 1932 – the role of Hindenburg, Bruning, von Papen and von Schleicher.
	The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.
Please be aware that there is additional content in this paper that you will need to prepare for Year 11 but we are unlikely to have covered that by the point of your mocks. This include Life in Nazi Germany 1933-1939. If required – additional revision content and specification will be available on your Teams Page.	

GEOGRAPHY

How can I revise for the mock?

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

How can I revise for the mock?

- Use the knowledge organisers in each of your curriculum booklets
- Make flashcards/revision prompts for each of the topics included
- Use the read – cover – write out – repeat method to aid memory

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

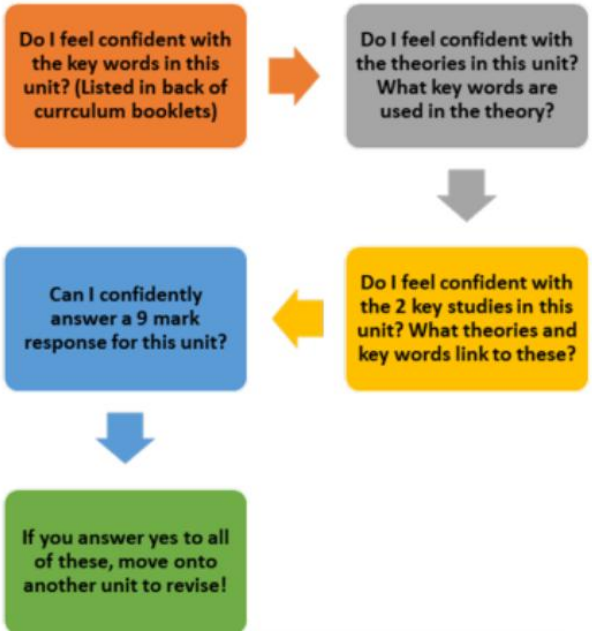
Exam Paper	Topic	Important Themes	Case Studies
1	UK Landscapes	▪ Geology ▪ Weathering processes ▪ Land use (agriculture, forestry and settlement ▪ Map skills	▪ UK landscapes *The South Downs National Park*
	Coasts	▪ Coastal processes (erosion, transportation, deposition) ▪ Coastal landforms ▪ Coastal erosion and management	▪ Coasts-Dawlish Warren Spit
	Rivers	▪ River processes (erosion, transportation, deposition) ▪ River landforms ▪ Flood risk (flood hydrographs) ▪ Management if river flooding	▪ Rivers-The River Dee, UK
	Weather Hazards and Climate Change	▪ Atmospheric and oceanic circulation ▪ Natural causes of climate change ▪ Human causes of climate change ▪ Evidence of past climate change ▪ Impacts of climate change ▪ Understanding the UK's climate ▪ Tropical storms and their impacts ▪ Causes and impacts of drought	▪ Hurricane Sandy (USA) – developed ▪ Typhoon Haiyan (Philippines) – developing ▪ California drought (USA) – developed ▪ Ethiopian drought (Ethiopia) - developing
	Ecosystems	▪ Explaining ecosystem distribution ▪ The Nutrient Cycle ▪ How the biosphere is exploited ▪ The importance of tropical rainforests ▪ Deforestation in Madagascar ▪ UK Ecosystems ▪ Deciduous woodlands – The New Forest	▪ Tropical Rainforests – Madagascar ▪ Temperate Deciduous Forest – The New Forest (UK)

PSYCHOLOGY

Resources on Teams:

- Revision tips: Revision tips
- Test yourself by completing past papers: Past Papers and Marks Schemes
- Revisit curriculum booklets and see if you can complete these independently: Curriculum Booklets
- The revision file is regularly updated with revision resources: Revision Resources
- The lesson PowerPoints, are on Teams to revisit: Lesson PPTs

Paper One (1 hour 30 minutes)	
Topic	**Checklist Link**
Development	Development Checklist
Memory	Memory Checklist
Social Influence	Social Influence Checklist
The Brain & Neuropsychology	The Brain and Neuropsychology Checklist
Issues & Debates	1 x 9-mark question from one of the topics above.
Two Areas of Psychology	1 x 9-mark question that explores two areas of psychology from the topics above.



SOCIOLOGY

Resources on Teams

- Progress checklists to check for which areas you need to focus your revision on: Progress Checklists
- Revisit curriculum booklets and see if you can complete these independently: Curriculum booklets
- The lesson PowerPoints for each unit: Lessons
- Past papers: Past Papers

Online revision videos

https://www.youtube.com/watch?v=dc2sRx_V3y4 – Theories and perspectives

https://www.youtube.com/watch?v=riwT5yxDdDY – Research methods

https://www.youtube.com/watch?v=uWN5ymQiUWc - Family

https://www.youtube.com/watch?v=2q8V672g0kk – Education

Paper One (1 hour 45 mins)	
Family	**Education**

Family and Households

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

SOCIOLOGY

Topic area	Very confident	Quite confident	Not at all confident	Comments
The functionalist perspective on the family				
Parsons' views on the functions of the nuclear family				
The Marxist perspective on the family including the work of Zaretsky				
Feminist perspectives on the family including the work of Delphy and				
Conjugal role relationships in the past				
Young and Willmott's work on the symmetrical family				

Education

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

GCSE Business Studies Edexcel - paper 1 theme 1

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

Theme 1 Formulas:

% change = difference in values ÷ original value x 100 To increase by a percentage amount = original figure x 1. (The amount after the decimal is the % increase)

Market Share % of the market that one business has, i.e., Business A sales ÷ total market sales x 100

Revenue = selling price x number sold (p x q)

Total Variable Costs = variable cost for one item x number of items produced

Fixed Costs NEVER change as output changes

Total Costs = Fixed costs + Total Variable costs

Interest payable = amount borrowed x percentage rate of interest (convert % into decimals)

Total amount payable = (amount borrowed x percentage rate of interest) + Amount borrowed OR Monthly payment x (12 x number of years)

Monthly payments = Total amount payable ÷ (number of years borrowed x 12)

% Interest charged = (total repayment – borrowed amount) ÷ borrowed amount x 100

Profit = Revenue – Total Costs

Break even = Fixed costs ÷ (Selling price – variable costs)

Margin of safety = Actual output – break even output

Net Cash Flow = Total inflows – total outflows

Closing Balance = Net Cash Flow + Opening Balance

Exchange Rates

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

ART, TEXTILES & 3D DESIGN

MOCK EXAM

Year 10 Art, 3D Design and Photography pupils are currently working on their first mock exam preparation. They will be working on a selected theme and have already produced the initial research. After May half term pupils will be developing ideas and trialling media in preparation to produce a final piece of work within the 10-hour exam.

The majority of marks are given at the preparation stage, so it is **vital** that pupils are completing their sketchbook work to their highest ability and in advance of their final 10-hour exam. Where teachers have given direct feedback, pupils need to act on this to make improvements to their work and develop grades.

Students must spend two hours per week on homework developing their ideas and building on their classwork.

Within the final 10-hour exam pupils will produce their final personal response to complete the project. This piece will reflect on the developmental journey of ideas throughout their sketchbook and may incorporate a range of skills and mediums.

Before the final 10-hour exam pupils must ensure that they have prepared materials in advance.

The 10-hour mock exam dates are:

- **Art and Design pupils:** Monday 29th and Tuesday 30th June 2026
- **3D Design pupils:** Monday 29th and Tuesday 30th June 2026
- **Photography:** Wednesday 1st and Thursday 2nd July 2026

» Additional Support

All pupils are invited to attend lunch club daily in their teacher's classroom for additional support and guidance or to complete sketchbook work in advance of the 10-hour exam.

- All pupils are invited to attend an afterschool session every **Monday 3:20pm – 4:30pm in B13**. This is to support with homework and class activities.

» Mock Exam Guidance

Please refer to our 'Assessment and Success in Art and Design GCSE' revision guide when completing coursework which can be found here on the Y10 Virtual School Team.

All sketchbook work that accompanies the mock exam must be completed and handed in on the first day of the mock exam.

COMPUTER SCIENCE

These
are the bare basics. For each section the pages in the textbook have been highlighted. This should be used for Verno n-Lewis Revision.

Vernon Lewis

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

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

» Computer Systems Revision

» Algorithms & Programming Revision

BTEC TECH AWARD IN SPORT

Topics covered in Year 10:

· Benefits of taking part in sport – improve fitness, meet new people, develop leadership skills, learn teamwork skills, resilience and self-confidence from competition.

· Benefits of taking part in outdoor activities – positive risk-taking activities, improved self-confidence and self-esteem, meet new people, learn new skills, time away from life stresses and electronic devices.

· Benefits of taking part in physical activities – meet new people, set fitness goals, improve confidence, improve body composition, improve physical health.

· Provision of sport and physical activity:
- public sector to include local authorities and school provision
- private sector – provided by organisations who aim to make a profit
- voluntary sectors – activities provided by volunteers who have a common interest in the sport /activity.

· Advantages and disadvantages of the provision of sport in each of the different sectors to the participant.

· The types of activities that should be included in a pulse raiser, a mobiliser and preparation stretch. Also, how the cardiorespiratory and musculoskeletal systems respond to each component of a warm-up.

· Each of the components of physical and skill-related fitness:
Muscular Strength
Muscular Endurance
Speed
Aerobic Endurance
Flexibility
Body Composition
Agility
Balance
Coordination
Power
Reactions

· Applying this understanding to how these components of fitness are used in team sports, individual sports, outdoor activities and physical fitness activities and how they impact on performance.

Your mock exam will be a 1 hour paper, with 50 marks in total containing a mixture of multiple choice, short, mid and long term answers.

MFL (FRENCH AND SPANISH)

Students in both French and Spanish will be sitting exams in all four skills: Listening, Speaking, Reading and Writing. Students will be told by their teacher if they'll be sitting the Foundation or Higher paper.

» Listening

For the listening paper, students will be required to recall topics covered in year 9 and those already covered in year 10 (see table below).

» Speaking

Students will complete a read aloud task, a role play and a photo description. They will also complete a range of conversation questions given to them in advance of the exam.

» Reading

Students are assessed on their understanding of written Spanish across a range of formal and informal contexts, and in familiar and unfamiliar settings. The paper has two sections. In section A students respond to multiple-choice, multiple-response and short-answer open response questions based on these texts. In section B students translate a passage from Spanish into English.

» Writing

Students will complete a writing paper consisting of the following tasks:

Foundation
-Describing a picture.
- 40/50 word – 4 bullet points
- 80/90 word- 4 bullet points

Higher
-Describing a picture
- 80/90 word – 4 bullet points
- 130/150 word – 4 bullet points

» Topics to revise

French	Spanish
Myself, my family and friends Technology in Everyday Life Free time and Leisure Celebrations and Festivals School life	Myself, my family and friends Holidays School Life Free time activities Technology in Everyday Life

Students have a sentence builder that they can use as a revision resource. Please encourage them to use Quizlet.com, BBC Bitesize or to "look, cover, write and check" the vocabulary from the sentence builders to test themselves.