

# Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

## YEAR 10

### Spring Assessments 2024



Name:

“Knowledge through the light of faith”



CARDINAL  
NEWMAN  
CATHOLIC SCHOOL

# Assessment Booklet Introduction

Dear Parents/Carers and Students

## Re: Spring Assessments

This year we will administer three assessment seasons within the school year. At the end of the Autumn term, students completed their Autumn assessments. Students will complete their Spring assessments before Easter and the final assessment season is towards the end of the Summer term. These assessments will be used by teachers to identify strengths and any areas where more support may be needed. Students also have the opportunity to reflect on their progress and to set targets for moving forward.

As with the Autumn assessments, the results of the upcoming Spring assessments will be shared with students and parents in a progress review report at the end of the term. Students will receive a report which details the percentage outcome from each assessment alongside the average percentage outcome for the class. This will enable parents to assess progress alongside the average outcome for the class and to see if your child is progressing at the expected standard for the group following the learning covered. More information will be provided alongside the assessment outcome results later in the term.

We want students to have the opportunity to be fully prepared for their assessments and have organised this booklet to help support revision and organisation of time. The Spring assessments will begin on **Monday 26th February until Friday 8th March 2024**. Teachers will advise students on how to use this booklet in lessons. It can also be used to help students study at home to help remember and recall information. As such, it is vitally important that students bring this booklet into school every day to use in lessons as well as home.

We recognise that sometimes assessment season can cause some students to feel anxious or stressed. If you have any concerns or worries please contact the Head of Year via the school telephone or email below.

We want this to be a positive experience that supports and develops the skills and resilience in preparation for future examinations. If you need any further support, guidance or information please do not hesitate in contacting us.

Yours faithfully



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# Timetable

Step One: Highlight your assessments



Year 10 40 mins per subject	WEEK B					WEEK A				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SIDE A	SCIENCE	OPTION B	MATHS Calc	OPTION A			GEOGRAPHY/ HISTORY	MATHS Non-Calc		RE
SIDE B	SCIENCE	OPTION B	MATHS Calc	OPTION A		GEOGRAPH Y/HISTORY	Computer science	MATHS Non-Calc	RE	

Step Two: Using your school timetable and assessment timetable, create your assessment schedule below:

Date <i>(e.g. Mon 26th February)</i>	Period <i>E.g. P2</i>	Assessment <i>E.g. English</i>	Topic <i>E.g. Transactional Writing</i>

# Assessment Booklet

## Maths

### What am I being assessed on? (10a1/Ma, 10a2/Ma, 10b1/Ma, 10b2/Ma)

#### Factorise Quadratics, Equations

- To factorise quadratics (inc difference of two squares)
- To solve Equations and Inequalities
- To collect terms, expand single and double and triple brackets. Simplify expressions with products and powers.

#### Number/Indices/Standard Form

- To calculate negative, fractional indices
- Prime factor decompositions
- Convert between Ordinary numbers and Standard Form and vice Versa

#### Simultaneous Equations

- To solve simultaneous Equations algebraically AND using a graph
- Form simultaneous equations and solve them.

#### Ratio and Proportion

- To express a multiplicative relations between quantities as a ratio or fraction
- To relate ratios to fractions and linear functions.
- To understand and use proportion as equality of ratios.

#### Area, Volume, Surface Area

- To know and calculate area of trapeziums, circles, parallelograms.
- To work out volumes of prisms inc Cylinders
- Calculate Volumes of Spheres, cones
- Surface areas of Spheres.

#### Scattergraphs/Frequency Polygons

- To draw and interpret scatter graphs
- To draw lines of best fit (& make predictions).
- Draw and Interpret Frequency Polygons

#### Pythagoras and Trigonometry

- To know and apply Pythagoras' theorem to problems
- To know trig ratios to find lengths and angles in right angle triangles
- To apply trigonometry to problems and in three dimensions too.

#### Cumulative Freq, box plots and Histograms –

- To construct cumulative frequency curves for continuous data
- To construct box plots and interpret too.
- To construct and interpret Histograms

### What revision material should I revise from?

Check the next few pages for worked examples and practice questions. Login to Mathswatch. It has helpful videos and questions on every topic you might be tested on. Ask your teacher to reset your password if you have forgotten your login details!

# Assessment Booklet

## Maths

What am I being assessed on? (10a1/Ma, 10a2/Ma, 10b1/Ma, 10b2/Ma)

### How can I revise?

- Your class teacher will complete some revision lessons with you ahead of the assessment.
- Make posters and revision cards about key methods and facts e.g. formula for the area of a triangle, how to factorise a quadratic.
- Complete the practice questions in this booklet.
- Watch videos and complete tasks on Mathswatch.
- Check other revision sources on the internet. For example, BBC Bitesize, Maths Genie, and CorbettMaths have helpful guides and exercises.

Solve:  $4x + 3y = 27$

$2x + y = 17 \rightarrow \times 3$

$$\begin{array}{r} 6x + 3y = 51 \\ - \quad 4x + 3y = 27 \\ \hline 2x = 24 \end{array}$$

$x = 12$

$$\begin{array}{l} 4 \times 12 + 3y = 27 \\ 48 + 3y = 27 \end{array}$$

$$\begin{array}{l} 3y = -21 \\ y = -7 \end{array}$$

$$4a^2 \times 3a^5 =$$

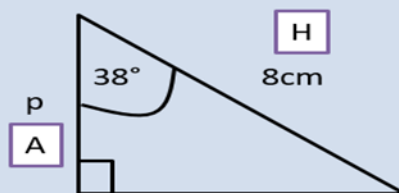
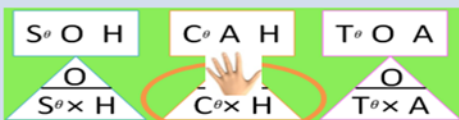
Step 1:  $4 \times 3 = 12$

Step 2: the indices,  $a^2 \times a^5 = a^7$

Last step: put them together:  $12a^7$

So  $4a^2 \times 3a^5 = 12a^7$

### Example – Find p



The thing I need to find is A, so...

$$A = \cos \theta \times H$$

Substituting the items from my diagram...

$$p = \cos 38 \times 8$$

$$p = 6.3040869029 \text{ cm}$$

$$p = 6.30 \text{ cm (3s.f.)}$$



# Assessment Booklet

## Maths

### What am I being assessed on? (10a3/Ma, 10a4/Ma, 103b/Ma)

#### Area, Volume, Surface Area

- To know and calculate area of trapeziums, circles, parallelograms.
- Arc lengths and sector areas
- To work out Surface Area of cuboids
- To work out volumes of prisms inc Cylinders
- Calculate Volumes of Spheres, cones

#### Represent Data

- Pie Charts
- Bar charts and dual bar charts
- Frequency Polygons
- Scatter graphs

#### Linear Equations and Inequalities

- To solve linear equations and Inequalities, with brackets, and unknowns on both sides
- To form an equation and solve it
- Represent an inequality on a number line

#### Ratio and Proportion

- Simplify ratios
- Divide a quantity into parts
- Solve ratio -whole/part problems
- Convert fractions to ratios and vice versa
- Solve proportion problems including recipes

#### Number/Indices

- To calculate positive, negative, and simple fractional indices
- Prime factor decompositions
- LCM and HCF with Venn Diagram

#### Algebra 1 & Factorise Quadratics

- To collect terms, expand single and double brackets.
- Simplify expressions with products and powers.
- Factorise into single brackets
- Factorise Quadratics

#### Pythagoras and Trigonometry

- To know and apply Pythagoras' theorem to problems
- To know trig ratios to find lengths and angles in right angle triangles
- To apply trigonometry to problems and in three dimensions too.

#### Standard Form

- Change ordinary number to standard form (& Vice versa)
- Calculate using standard form.

#### Formulae

Use BIDMAS to substitute into expressions and formulae  
Substitute into scientific formulae  
Re-arrange formulae to change the subject

#### Probability

Draw and interpret Frequency Trees  
Probability Trees  
Probabilities sum to 1  
Venn Diagrams

### What revision material should I revise from?

Check the next few pages for worked examples and practice questions.  
Login to Mathswatch It has helpful videos and questions on every topic you might be tested on. Ask your teacher to reset your password if you have forgotten your login details!

# Assessment Booklet

## Maths

### Additional Revision Tasks (10a3/Ma, 10a4/Ma, 10b3/Ma, 10b4/Ma)

#### How can I revise?

- Your class teacher will complete some revision lessons with you ahead of the assessment.
- Make posters and revision cards about key methods and facts e.g. formula for the area of a triangle, how to factorise a quadratic.
- Complete the practice questions in this booklet.
- Watch videos and complete tasks on MathsWatch.
- Check other revision sources on the internet. For example, BBC Bitesize, MathsGenie, and Corbett Maths have helpful guides and exercises.

#### DIVIDING IN A GIVEN RATIO

Divide £40 in the ratio 1:3:4.



Answer is £5 £15 and £20

$$V = IR$$

V is voltage  
I is current  
R is resistance

Find the voltage when:  
the current is 0.5  
and resistance is 4

#### SOLVING SIMPLE LINEAR EQUATIONS

Solve  $2x + 8 = 4$

$$2x + 4 = 8$$

$$\begin{array}{r} -4 \\ -4 \end{array}$$

$$2x = 4$$

$$\div 2 \quad \div 2$$

$$x = 2$$

#### STEP 1:

Get the numbers on one side first

#### STEP 2:

Find out what one x is

#### SOLVING EQUATIONS WITH UNKNOWN ON BOTH SIDES

Solve  $2x + 8 = 4x + 4$

$$4x + 4 = 2x + 8$$

$$\begin{array}{r} -2x \\ -2x \end{array}$$

$$2x + 4 = 8$$

$$\begin{array}{r} -4 \\ -4 \end{array}$$

$$2x = 4$$

$$\div 2 \quad \div 2$$

$$x = 2$$

#### STEP 1:

Get rid of the smallest amount of x first!

#### STEP 2:

Now get the numbers on the other side

#### STEP 3:

Find out what one x is

# Assessment Booklet

## Science

### What am I being assessed on?

#### Biology

**B5:** Nervous system, RP-Reaction time, Endocrine system, Blood glucose, hormones in reproduction and contraception

#### Chemistry

##### **C8- Chemical analysis**

Formulation and RP- Chromatography

#### Physics

##### **P2: Electricity**

Circuit diagrams and symbols,  $Q=IT$ ,  $V=IR$ , RP- Wire resistance, Series and parallel circuits, power.

#### Chemistry

##### **C5- Energy changes**

reaction profile diagram.

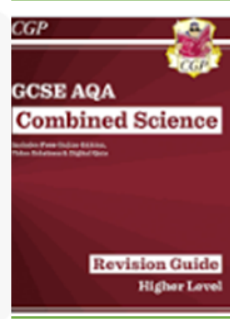
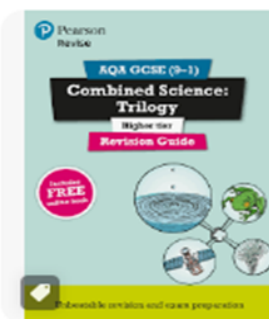
##### **C9- The Earth Atmosphere**

### What revision material should I revise from?

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

[https://www.youtube.com/playlist?list=PL9ImFgiKCM60SgIh-qOG\\_vIE](https://www.youtube.com/playlist?list=PL9ImFgiKCM60SgIh-qOG_vIE)

[GCSE AQA science Trilogy Revision guides](#)



### How can I revise?

- Make mind maps of the topics coming up in your assessment
- Make revision cards with information on one side and answers on the back to test yourself
- Answer the additional resources task – this can be accessed via classcharts and answers are available.
- Complete quizzes on BBC bitesize
- Complete educake homeworks



# Assessment Booklet

## Science

### Additional Revision Tasks

#### How can I revise?

<https://www.freesciencelessons.co.uk/gcse-biology-paper-1/cell-biology/>



freesciencelessons

<https://www.freesciencelessons.co.uk/gcse-biology-paper-1/cell-biology/>

You can watch a 'whole of biology paper 1' video on primrosekitten



You can use Maths&Physics tutor to find revision resources



#### Tips for Success:

- When completing exam questions in Biology, **apply CUPS**:  
**C** = Circle the command word (describe, state, explain etc).  
**U** = Underline the key information or data  
**P** = Check out how many points/marks the question is worth  
**S** = Simplify the question to make it easy to answer
- Set aside time for **revision at home** (just like your **timetable** at school) otherwise you will always put it off until tomorrow... try little and often... start with watching a few videos. Start with topic 1 Cell biology.

# Assessment Booklet

## GCSE PE

### What am I being assessed on?

#### Topics to study

Topics covered so far on the course that you may be tested on include:

#### Paper 1: Fitness and body systems

1. The structure and functions of the skeletal system
2. The structure and functions of the muscular system
3. The structure and functions of the cardiovascular system
4. The structure and functions of the respiratory system
5. Short and Long Term Effects of Exercise
6. Movement Analysis

### What revision material should I revise from?

- ☐ Knowledge organisers you create.
- ☐ Spring Revision Notes given to you in lesson
- ☐ Seneca
- ☐ School books

Revision Website

<https://www.brianmac.co.uk/>

Advice on the topics that are above

BBC Bitesize – GCSE PE

### How can I revise?

**When answering questions with 3 or more marks – REMEMBER!!!!!!!!!!!!**

**Identify (A01)**

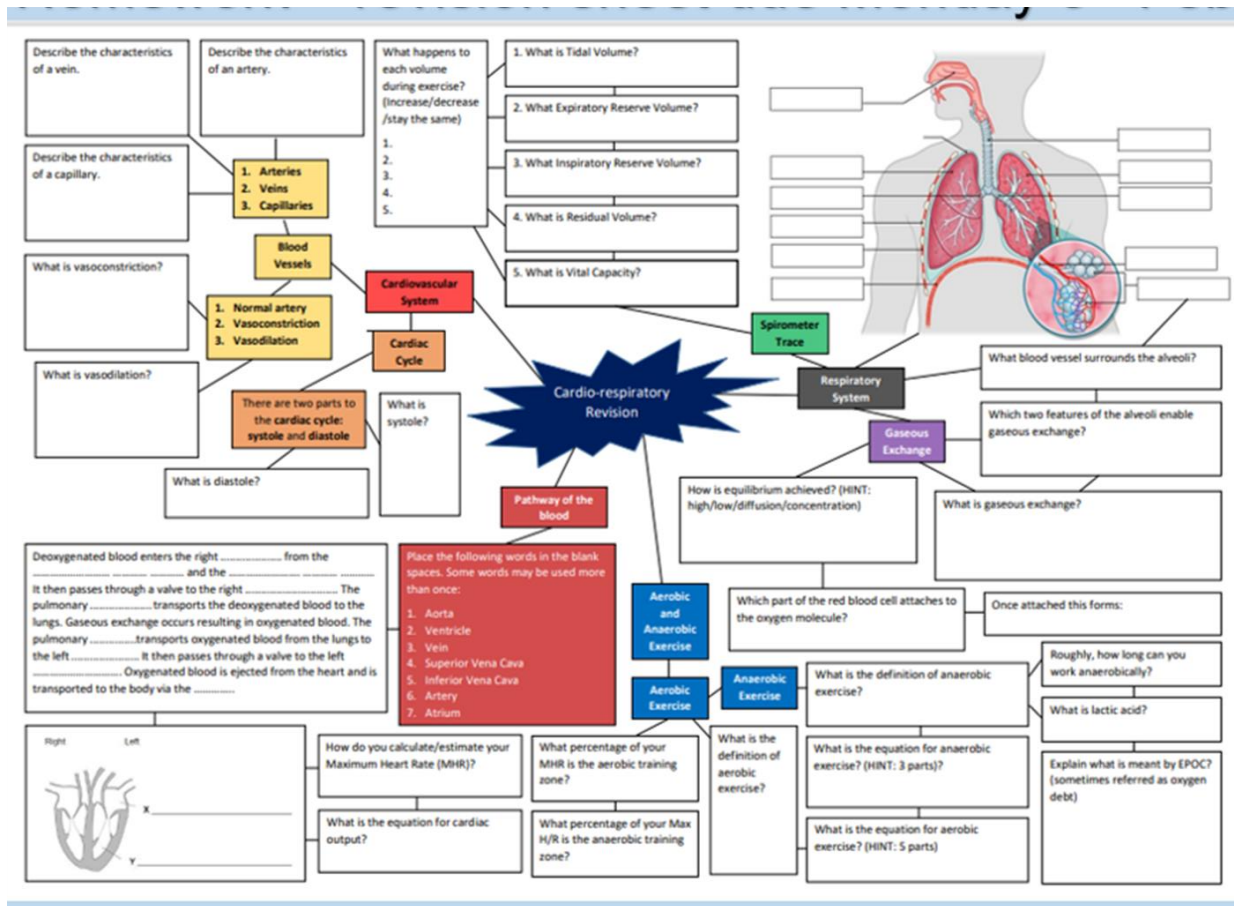
**Explain- how to it will aid a sports performer. (A02)**

**Given a sporting example RELATED to the question. (A03)**

- ☐ PLC/books – Complete this at the start of your revision to see what you already know and then at the end to see the progress that you have made. Revise from your books.
- ☐ Revision guide – Make notes/flash cards on all the topics listed above using the revision notes to help
- ☐ Seneca – Complete the topics online for more interactive revision
- ☐ Revision notes – Use the revision notes I have given to you in lesson
- ☐ Create Knowledge organisers – use these to help structure your revision more clearly.
- ☐ Practice exam questions

# Assessment Booklet GCSE PE

## Additional Revision Tasks (worksheets given in class)



### Revision links

Skeletal System:

Muscular System:



Respiratory System:

Cardiovascular system



**Main functions of the skeletal system:**

- Movement
- Support
- Protection



2 For each image, identify a **different** role of the skeletal system and describe how the role is achieved in the image.

Use the images to help you answer the question.

Figure 1



Figure 1

Figure 2



Figure 2

### Antagonistic pairs

Skeletal muscles work together to provide movement of the joints. While one muscle **contracts**, another **relaxes** to create movement. Muscles working together like this are called **antagonistic pairs**.

The muscle contracting is the **agonist** (prime mover).

The muscle relaxing is the **antagonist**.

Remember, muscles are connected to bones via **tendons**. When the muscles contract, they pull on the tendon which pulls on the bone. This creates the movement.

(b) Name the muscle that works antagonistically with muscle A in Figure 1.

(1 mark)

(c) Analyse how these muscles act as an antagonistic pair.

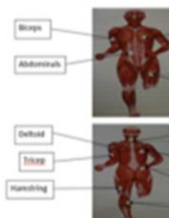
When the biceps contract the triceps \_\_\_\_\_

This allows the runner to \_\_\_\_\_

(2 marks)

(d) Explain how the ability to use antagonistic pairs of muscles in the arms helps the sprinter in his performance.

(2 marks)



### Vasoconstriction and Vasodilation



1 Using examples, describe what is meant by **vascular shunting**.

Vascular shunting is the term for the process where blood flow to different parts of the body is altered depending on demand for oxygen. For example, when exercising \_\_\_\_\_

(3 marks)

2 (a) As demands on the body increase due to exercise, blood flow to different parts of the body alters. Explain how **vasodilation** and **vasoconstriction** allow redistribution of blood flow to the digestive system during exercise.

Use your knowledge of the words **vasodilation** and **vasoconstriction** to help you answer this question.

Complete the practice exam questions.



# Assessment Booklet

## Religious Education

### What am I being assessed on?

#### Component 1. Good and evil

##### Topics to revise:

- ☐ Keywords
- ☐ Nature of God (Christian and Jewish responses)
- ☐ Catholic responses to suffering
- ☐ Jesus as a source of moral teaching
- ☐ The Sermon on the Mount
- ☐ Natural law
- ☐ Conscience
- ☐ Pilgrimage

##### Skills needed:

Describe  
Explain  
Discuss  
Evaluate

##### Exam style Questions for this paper:

1 X a,

1 X b,

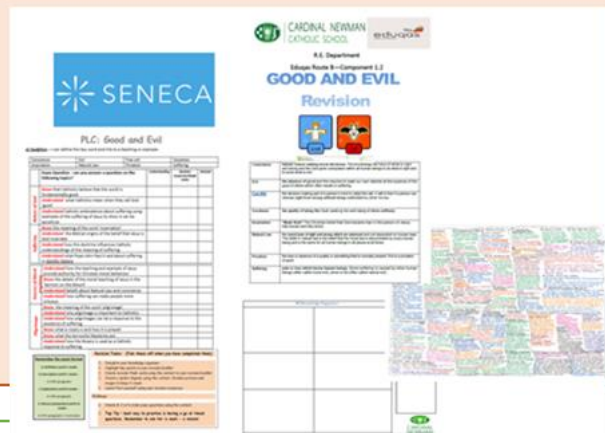
1 x c,

2 x d = Total 45 marks + SPAG /6

**45 minute assessment**

### What revision material should I revise from?

- ☐ PLC
- ☐ Knowledge organiser
- ☐ Component 1 mind map
- ☐ Component 1 revision guide
- ☐ Seneca



### How can I revise?

- ☐ PLC – Complete this at the start of your revision to see what you already know and then at the end to see the progress that you have made.
- ☐ Revision guide – Make notes/flash cards on all the topics listed above using the revision guide to help
- ☐ Seneca – Complete Good and Evil topics online for more interactive revision
- ☐ A3 mindmap – use the mindmap to help you with areas that you are struggling with (remember not all areas are on this assessment though)
- ☐ Create Knowledge organisers – use these to help structure your revision more clearly.
- ☐ Practice timed exam questions using the exam question PPT for B, C and D style questions



# Assessment Booklet

## Religious Education

### Additional Revision Tasks

- ☐ **PLCs** – Complete this at the start of your revision to see what you already know and then at the end to see the progress that you have made.
- ☐ **Revision guide** – Test yourself questions for each topic
- ☐ **Seneca** – Complete both topics online for more interactive revision
- ☐ **A3 mindmaps** – use the mindmap to help you with areas that you are struggling with (remember not all areas are on this assessment though)
- ☐ **Knowledge organisers** – use these to help structure your revision more clearly.
- ☐ Practice timed exam questions using the revision guide example questions for B, C and D style questions .

**Top Tip – best way to practice is having a go at timed questions.**

**Remember to aim for 'a mark - a minute'**

A D style question which is worth 15 marks should therefore take you around 15 minutes

- ☐ Don't forget to send any questions you complete to your class teacher either in person/via email for them to check and mark for you

#### Challenge exam questions

1. Describe Catholic teaching on God's goodness.  
(5 marks)
2. Explain from a Catholic and Jewish perspective the meaning and significance of pilgrimage as a response to human suffering  
(8 marks)
3. "The only authority we should follow is our own conscience." (15 marks)

#### **KEY TERMS**

Conscience

Evil

Free will

Goodness

Incarnation

Natural law

Privation

Suffering

# Assessment Booklet Geography

## Paper One – Exam Topics, Case Studies & Key Themes

		
Topic One: Hazardous Earth – Climatic & Tectonic	Topic Two: Development Dynamics	Topic Three: Challenges Of An Urbanising World
<ul style="list-style-type: none"> <li><b>Atmospheric Cells/Systems</b> – Hadley/Ferrel/Polar + High/Low</li> <li><b>Evidence Of Climate Change</b> - HIT: Historical Sources, Ice Cores &amp; Tree Rings.</li> <li><b>Climate Change &amp; Global Warming: VASOO/FITED.</b></li> <li><b>Tropical Storms:</b> Formation, Distribution &amp; Dissipation.</li> <li><b>Tectonic Hazards/Plates:</b> Earthquakes, Volcanic Eruptions &amp; Tsunamis + Convergent, Divergent &amp; Conservative.</li> <li><b>Volcano Types/Features:</b> Composite vs. Shield</li> </ul> <p><b>Case Study Focus:</b></p> <ul style="list-style-type: none"> <li><b>Tropical Storms:</b> Hurricane Katrina vs. Typhoon Haiyan.</li> <li><b>Earthquakes:</b> Haiti vs. Japan.</li> </ul>	<ul style="list-style-type: none"> <li><b>Development Indicators</b> – GDP, GNI, FDI, Infant Mortality Rate, Life Expectancy, Corruption, Literacy Rate, HDI etc.</li> <li><b>Theories</b> – Rostow's Modernisation &amp; Frank's Dependency Theories.</li> </ul> <p><b>Case Study: India:</b></p> <ul style="list-style-type: none"> <li><b>History</b> – Colonialism, Government, Caste System &amp; Diaspora.</li> <li><b>Globalisation</b> – Outsourcing, Remittances, TNC's, Transport.</li> <li><b>Location</b> - Oceans, Economic Liberalisation, Kashmir Issue, Trade, FDI, Biomes.</li> <li><b>Political Organisations</b> – BRICS, ASEAN, G20 &amp; USA/EU Alliances.</li> </ul>	<ul style="list-style-type: none"> <li><b>Megacities</b> - Reasons For Growth, Features, Positives &amp; Negatives, Formal/Informal Jobs.</li> <li><b>City Changes</b> – Urbanisation, Suburbanisation, Deindustrialisation, Counter-Urbanisation, Regeneration.</li> <li><b>Urban Layers</b> – CBD, Inner City, Suburbs &amp; Rural-Urban Fringe.</li> </ul> <p><b>Case Study: Mumbai:</b></p> <ul style="list-style-type: none"> <li><b>Reasons For Quality-Of-Life Differences</b> - Government, Property, FDI etc.</li> <li><b>Top-Down Development</b> - Mumbai Monorail, Gorai Garbage Site Closure Project &amp; Vision Mumbai.</li> <li><b>Bottom-Up Development</b> – SPARC Community Toilets, Hamara Foundation &amp; Agora Microfinance.</li> </ul>

## Paper Two – Exam Topics, Case Studies & Key Themes

		
Topic Four B: UK Evolving Physical Landscapes – Rivers	Topic Five: UK Evolving Human Landscapes – UK Dynamic Cities	Topic Six: Geographical Investigations – Fieldwork (Q8: Coasts & Q10: Urban).
<ul style="list-style-type: none"> <li><b>Geology</b> – Rock Types, Formations.</li> <li><b>Processes</b> – Erosion, Weathering, Mass Movement, Transportation.</li> <li><b>Landforms</b> – Upper/Middle/Lower Course e.g. Source/Meander etc.</li> <li><b>Characteristic Changes</b> - Gradient, width, depth, velocity etc.</li> <li><b>River Defences</b> – Hard &amp; Soft Engineering Costs/Benefits.</li> <li><b>Flooding</b> – 2007 River Severn.</li> </ul>	<ul style="list-style-type: none"> <li><b>Urban Processes</b> – Regeneration, Gentrification, Studentification, Urbanisation, Decentralisation etc.</li> <li><b>Economic Sectors</b> – Primary, Secondary, Tertiary/Quaternary.</li> <li><b>Urban Layers</b> – CBD/Inner City etc.</li> <li><b>Migration</b> – Push vs. Pull Factors.</li> <li><b>Sustainable Urban Living</b> – Recycling, Rebranding, Public Transport, Eco-Housing etc.</li> </ul>	<p><b>UK Dynamic Cities - Birmingham</b></p> <ul style="list-style-type: none"> <li>Types Of Primary &amp; Secondary Data Collection. Methodology e.g. Decibel Reader, Field Sketches, Environmental Perception Survey.</li> </ul>



# Assessment Booklet Geography

## Revision Resources



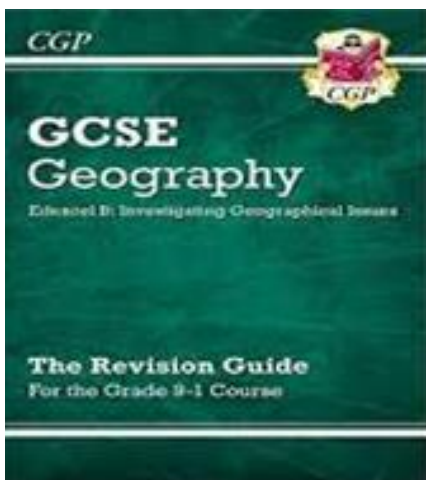
### GCSE Geography Online Specification

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification\\_GCSE\\_L1-L2\\_Geography\\_B.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Geography-B/2016/specification-and-sample-assessments/Specification_GCSE_L1-L2_Geography_B.pdf)

#### Focuses

**Paper One Topics:** Pages 9-15

**Paper Two Topics:** Pages 18-28 (IGNORE COASTS)



### GCSE Geography – Revision Guide

Available for purchase on '*Parent Pay*'.

Contains all key specification knowledge, practice exam questions with mark schemes.

**Focus:** Topics 1-6 (Ignore Topic 4A: Coasts)



### Educake Quizzes

Complete assigned Educake quizzes on key content in the six topics below. All consist of 25-35 questions, multiple choice, with Topics 1-3 focused on your case studies such as Hurricane Katrina, Typhoon Haiyan, the Haiti & Japan earthquakes, plus India & Mumbai.



**Hazardous Earth**  
Edexcel GCSE



**Development Dynamics**  
Edexcel GCSE



**Challenges of an Urbanising World**  
Edexcel GCSE



**The UK**  
The UK's Evolving Physical Landscape  
Edexcel GCSE



**The UK's Evolving Human Landscape**  
Edexcel GCSE



**Geographical Investigations**  
Fieldwork  
Edexcel GCSE

# Assessment Booklet History

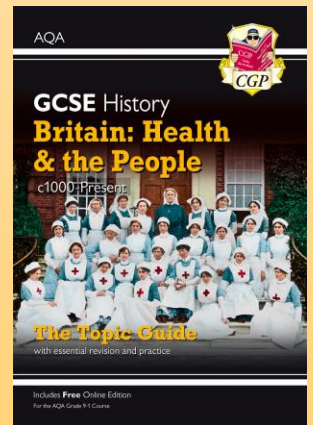
## What am I being assessed on?

You will be assessed on the following topics:

- Public Health from the Middle Ages to the present Day
- The development and importance of penicillin.
- The work of Robert Koch and Louis Pasteur

## What revision material should I revise from?

1. Knowledge organisers
2. Exercise books.
3. Revision guide.
4. BBC teach playlist (QR code below)



## HOW TO REVISE HISTORY!

<b>TRANSFORM IT</b> Create revision cards and use of mind maps How to use in history QR code	<b>INTERLEAVING &amp; SPACING</b> Mixing up different topics and revising over time How to use in history QR code	<b>FLASH CARDS</b> Using cards to test yourself on key facts and dates How to use in history QR code
<b>REVISION CLOCK</b> A circular diagram showing the progression of time How to use in history QR code	<b>DELIBERATE PRACTICE</b> Revising specific topics repeatedly to improve recall How to use in history QR code	<b>RETRIEVAL PRACTICE</b> Using questions to test your knowledge How to use in history QR code
<b>THE CORNELL METHOD</b> Organising notes into a structured format How to use in history QR code	<b>DUAL CODING</b> Combining text with images to aid memory How to use in history QR code	<b>THE BIGGER - EAT, SLEEP &amp; THINK TIME OUT</b> Icons representing sleep, food, and study time 15 minutes



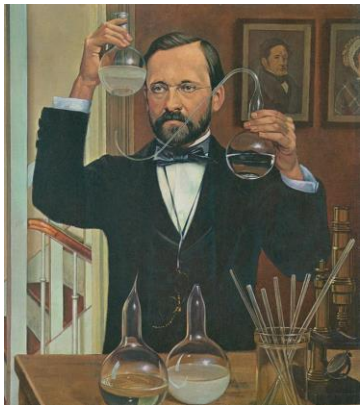
# Assessment Booklet

## History

**Additional Revision Tasks:** Below are the events we’ve studied in the course. In the table, identify which factor they go with – give an explanation of **how** that factor is shown

	Event	War	Religion	Chance	Government	Communication	Science and technology	Individual
Public Health	Medieval							
	Renaissance							
	19 <sup>th</sup> Century							
	20 <sup>th</sup> century-present day							

**Source A:** A painting of Louis Pasteur carrying out the swan-necked flask experiment.



Disease is caused by bad air and these diseases are common all over the country. The bad air is caused by rotting animals and vegetables, by damp and filth, and by overcrowded houses. When these things are improved, the death rate goes down.

A medical officer should be appointed to take charge in each district. More people are killed by filth and bad ventilation each year than are killed by wars. People cannot develop clean habits until they have clean water.

The poor cost us too much; the rich pay to feed and clothe orphans. Money would be saved if fewer parents died of disease. A healthier workforce would work harder too.

Why are these sources useful?

**Source B:** Excerpts of conclusions of Chadwick’s 1842 report on the ‘Sanitary Conditions of the Labouring Population of Great Britain’

## What am I being assessed on?

For your French Assessment you need to revise:

- All the tenses done this year: Present, Passé Composé, Imperfect and Future.
- The rules to form these tenses are in your exercise book.
- Memorise vocabulary on: Free time and hometown.
- Your assessment will include: a Foundation writing paper. We will do a GCSE past paper. This will give you the opportunity to use a range of tenses and complex phrases.

## How can I revise?

1. Learn/ revise the vocabulary of all topics done this year (you have a copy in your book and in Class Charts)

Choose one section:

- Look at the words and spend 5 minutes learning them.
- Write it down, then cover the English, read the French and see if you remember the meaning.
- Then cover the French and see if you can remember the word in French.
- Ask somebody at home to text you to see if you remember the words.

2. Read through the work done in class and re-do important tasks: grammar and any writing tasks.

3. Learn questions and model answers for topics: Free time / Hometown

## What am I being assessed on? Topic of Holidays

For your Spanish Assessment you need to revise:

- All the grammar points seen this year so far, including the following tenses: present, preterite (past tense), imperfect and future.
- All the vocabulary from Module 1 “Holidays”. You have a copy of the vocabulary in your book, but you will find a copy in Class Charts too.
- Your assessment will include: a GCSE foundation writing paper: This will give you the opportunity to use a range of tenses and complex phrases.
- We will also do a GCSE Foundation past paper for listening and reading at some point in the next few weeks.

## How can I revise?

1. Learn/ revise the vocabulary of the topic (you have a copy in your book and in Class Charts)

Choose one section:

- Look at the words and spend 5 minutes learning them.
- Write it down, then cover the English, read the Spanish and see if you remember the meaning.
- Then cover the Spanish and see if you can remember the word in Spanish.
- Ask somebody at home to text you to see if you remember the words.

2. Read through the work done in class and re-do important tasks: grammar and any writing tasks.

3. Grammar: learn verb endings and practise how to use them:

- ☐ The rules on how to form and use the different tenses that are in Class Charts.
- ☐ You can also use SENECA to practice vocabulary and grammar

4. Complete the translation tasks in the next page.

5. Ask your teacher if you need any extra revision materials.

# Assessment Booklet

## Spanish

### Translation into English:

En Verano salgo todos los días porque me mola estar al aire libre. Cuando hace calor, a mi hermano y a mí nos encanta comer helados, sin embargo si llueve chateo con mis amigos. La semana pasada fui a un pueblo donde hice turismo. Lo pasé genial, aunque lo malo fue que llegué tarde a la estación de tren.

### Translate the following passage into Spanish:

In the holidays I often go to the cinema given that (because) I love watching films. Last summer I went to Bordeaux in the south of France, where my best friend lives in a village by the coast. It was sunny every day and so we went sightseeing. We took photos and ate lots of ice creams, too. Next year my parents are going to rent a house in the country side.

### Other IMPORTANT resources

- Use the Exam board- AQA website to download Reading past papers to help you practise. <http://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>
- BBC Bitesize MFL
- Memrise: to practise vocabulary, expressions and grammar. Choose the AQA spec section. <https://www.memrise.com/courses/english/spanish-spain/>



# Assessment Booklet

## Art

### What am I being assessed on?

For the Y10 art assessment you will be asked to accurately draw a portrait from a photograph using pencil. You will be marked on your observational drawing skills. This means how accurately you can record images from secondary sources. Your use of shape, detail and tone to show form will all be assessed. We are looking at A03 which is the recording objective

### What revision material should I revise from?

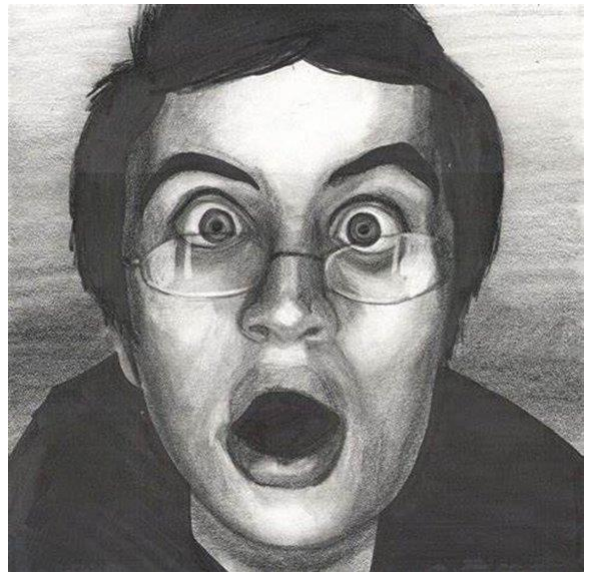
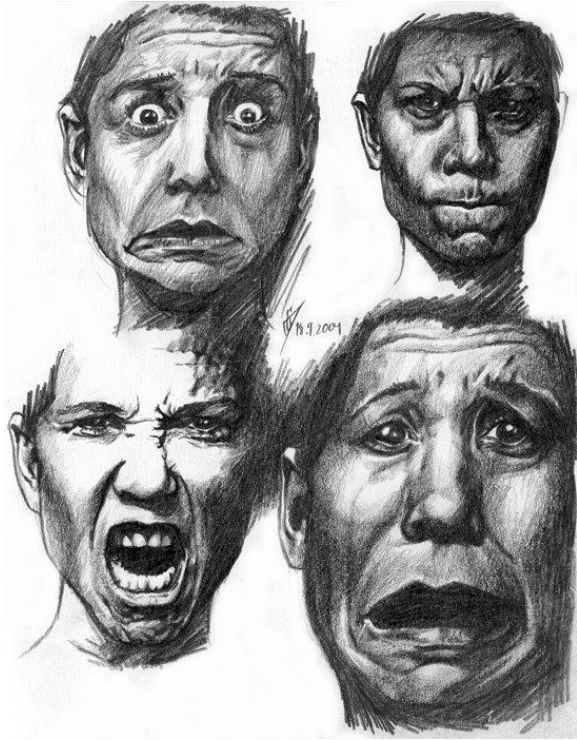
To help prepare for this assessment you could practice your observational drawing skills by drawing from these images. Use pen or pencil to develop confident drawing skills



# Assessment Booklet

## Art

Practice drawing from these images



# Assessment Booklet

## Computer Science

### What am I being assessed on?

#### Systems architecture

- Purpose of the CPU
- Common CPU components and their function
- Von Neumann architecture
- CPU performance

#### Memory & Storage

- Primary memory (RAM & ROM)
- Secondary storage (including characteristics)

#### Data representation

- Number systems including conversions
- Character sets
- Image and sound representation

#### Networks

- LAN/WAN characteristics
- Security
- Layers
- Protocols

Ethical, Legal, Cultural, Environmental impacts

### What revision material should I revise from?

You can use your classwork in your books to make revision notes. The BBC bitesize website covers all topics listed above. The Craig 'n' Dave YouTube channel and Isaac computer science website are excellent resources that cover all aspects of your GCSE course (see next page).

### How can I revise?

You can read the materials you have and make notes, use the 'Read, Cover, Write' method to check your knowledge recall.

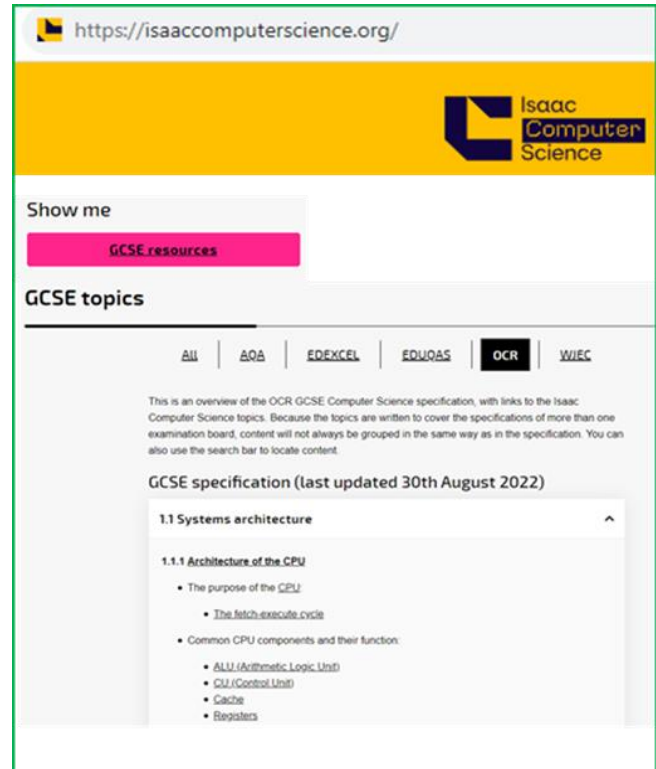
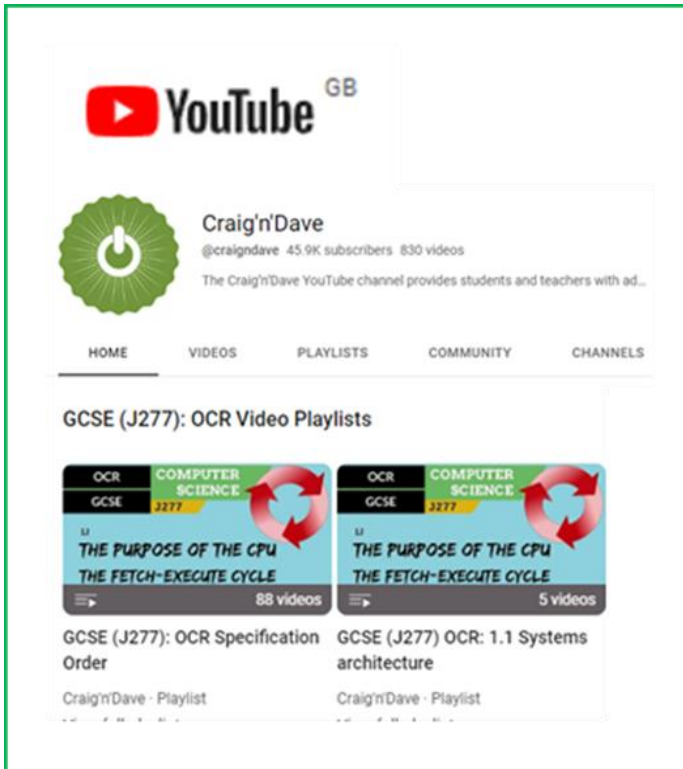
You could make flash cards or other revision materials such as mind-maps or spider-diagrams.



# Assessment Booklet

## Computer Science

### Additional Revision Tasks



#### Keywords & Questions

Accumulator  
Binary  
Bit  
Nibble  
Byte  
ASCII  
ALU  
Address bus  
Data bus  
Flash memory  
Cache  
RAM  
ROM

Memory  
Input  
Output  
Storage  
Virtual memory  
Registers  
Fetch  
Decode  
Execute  
Solid state  
MAR  
MDR  
Non-volatile  
Volatile

Overclocking  
Peripheral  
Primary storage  
LAN/WAN  
Network layers  
Network protocols  
Network security  
Algorithm  
Flowchart  
Pseudocode  
Ethical, Legal, cultural,  
environmental impacts



# Assessment Booklet

## Music

### Assessment Information- listening exam- 45 Minutes

#### 40 Marks

4 questions (10 marks each)  
1 for each area of study

AOS1- Musical devices	1 unheard extract
AOS2- Music for ensemble	1 unheard extract
AOS3- Film music	1 unheard extract
AOS4- Popular Music	1 unheard extract

#### What will I be tested on?

Elements  
Key signatures  
Musical symbols  
Describe: melody, rhythm, purpose of  
music  
Musical styles  
Texture and instruments

You will have ONE SIX mark  
question where you have to  
describe the purpose of the  
music

#### DR SMITH

Dynamics, rhythm, structure,  
instruments, tempo/texture,  
harmony

### What revision material should I use?

To support your revision, you should use the following resources:

Your revision booklets from lessons  
Teachinggadget.com-username = cncs password = music  
Musictheory.net

#### Useful websites:

##### Activities that include listening

<https://musicplayonline.com/games/>

##### BBC bitesize

<https://www.bbc.co.uk/bitesize/subjects/zpf3cdm>

##### Badinerie analysis

<https://www.youtube.com/watch?v=DN05VB5qFf>

[w](#)

#### TOP TIP:

Listen to as much  
different music as  
possible and describe the  
different elements  
(examples on next page)

# Assessment Booklet

## Music

Music	Describe:
Classical: <a href="https://www.youtube.com/watch?v=0sGqkMU-mGQ">https://www.youtube.com/watch?v=0sGqkMU-mGQ</a>	<p><b><u>Dynamics</u></b>: Forte, piano, pianissimo, mezzo forte, crescendo</p> <p><b><u>Rhythm</u></b>: On beat, off beat, triplets, syncopated</p> <p><b><u>Structure</u></b>: Binary form, ternary form, 12 bar blues</p> <p><b><u>Melody</u></b>: Conjunct, disjunct, ascending, descending</p> <p><b><u>Instruments</u></b>: Strings, woodwind, brass, percussion</p> <p><b><u>Texture</u></b>: Homophonic, Polyphonic and Monophonic melody and accompaniment</p> <p><b><u>Harmony</u></b>: Major, minor, power chords</p>
Jazz: <a href="https://www.youtube.com/watch?v=ZxP0cf1bpTM">https://www.youtube.com/watch?v=ZxP0cf1bpTM</a>	
Musicals: <a href="https://www.youtube.com/watch?v=URWa0rbB1Kw">https://www.youtube.com/watch?v=URWa0rbB1Kw</a>	
Pop: <a href="https://www.youtube.com/watch?v=bx1Bh8ZvH84">https://www.youtube.com/watch?v=bx1Bh8ZvH84</a>	
Blues: <a href="https://www.youtube.com/watch?v=5jcGY7NbaQw">https://www.youtube.com/watch?v=5jcGY7NbaQw</a>	
Baroque: <a href="https://www.youtube.com/watch?v=rz_KFLHjquc">https://www.youtube.com/watch?v=rz_KFLHjquc</a>	

- **Interactive theory websites:**
- <https://www.musictheory.net/>
- <https://www.mymusictheory.com/>

Listen to as much different music as possible and describe the above elements

# Assessment Booklet

## Business

### What am I being assessed on?

**Business Activity which includes:**

- ☐ Role of business enterprise and entrepreneurship
- ☐ Business planning
- ☐ Business ownership
- ☐ Business Aims and objectives
- ☐ Stakeholders
- ☐ Business growth

**Marketing which includes:**

- ☐ Role of marketing
- ☐ Market research
- ☐ Market segmentation
- ☐ The marketing mix

**There will be a range of question types as in your GCSE examination which will include:**

- ☐ Multiple choice
- ☐ State
- ☐ Explain
- ☐ Analyse
- ☐ Evaluate

**Remember when you are answering past exam questions in class we demonstrate how to use the mark scheme to support you in writing detailed answers. A key point of this is remembering to link your answers back to the case studies supplied to you in the exam. To help with this take a highlighter into the exam and highlight or underline the key factors to help you gain application marks.**

# Assessment Booklet

## Business

### Additional Revision Tasks

To support you with your revision complete the following tasks:

- ☐ Seneca topics set by your class teacher
- ☐ Past exam papers as modelled in class – especially the longer style questions for analyse and evaluate
- ☐ Watch the business activity and marketing videos from [https://www.youtube.com/@Bizconsesh/playlists?view=50&sort=dd&shelf\\_id=5](https://www.youtube.com/@Bizconsesh/playlists?view=50&sort=dd&shelf_id=5)
- ☐ Watch the business activity and marketing videos from <https://www.youtube.com/watch?v=k-i5rIFVC28>
- ☐ Create mind maps and revision cards on business activity
- ☐ Create mind maps and revision cards on marketing
- ☐ Use key word list to support your understanding for State and Explain questions

### Supporting materials:

Class notes

SENECA – tasks set by class teacher to support you

BBC Bitesize opting for OCR GCSE Business

Revision Guides

Text books in classrooms

Past exam papers

Multiple choice booklets from lessons



# Assessment Booklet

## Food Technology

### What am I being assessed on?

#### Different types of flour

**White** – usually contains 75% of the grain and most of the bran and wheatgerm are removed.

**Brown** – usually contains about 85% of the original grain and some of the bran and wheatgerm are removed.

**Wholemeal** – made from the whole wheat grain.

**Strong** – contains a higher gluten content to make a range of different breads, pizzas and crumpets.

**Plain** – contains a lower gluten content and used to make biscuits, pastry, sauces, pancakes, batters and Yorkshire puddings.

**Self-raising** – baking powder is added as part of the milling process and mainly used to make cakes.

#### Types and nutrition of milk

There are several different types of milk available for consumers to buy. The fat content of cow's milk will vary according to the type:

- Whole milk contains 3.5%
- Semi-skimmed milk 1.7%
- Skimmed milk is 0.1-0.3%

Dairy foods provide protein, calcium, B vitamins. Dairy alternative milks include oat, soy, coconut, almond. Choose those that are fortified with calcium and ideally other vitamins and minerals.

#### Food

Bacteria need a source of food to grow and multiply, these food are usually high in moisture, fat and protein, and may be ready to eat. Food where bacteria rapidly multiply in is called a **high risk food**. For example: meat, dairy, eggs

#### Food spoilage: Microbial spoilage

Spoilage can be caused by the growth of:

- bacteria – single celled micro-organisms which are present naturally in the environment;
- yeasts – single celled fungi;
- moulds – fungi which grow as filaments in food.

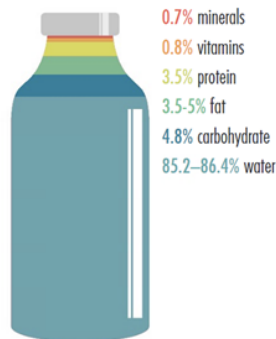
#### What makes bread?

**Flour** - contains a protein called gluten, which is formed from two classes of proteins, gliadins and glutenins, which are commonly found in grains,

**Yeast** - a microorganism, is a leavening ingredient added to dough to start fermentation and which makes bread rise.

**Salt** - helps the proving stage to tighten the gluten strands and adds taste.

**Warm water** - is needed as if it is too cool, the yeast won't multiply and if it is too hot (over 43°C) the yeast will be killed.



Milk Type	Fat % per 100g
Channel Island Milk	5.10%
Whole Milk	3.9%
Semi-skimmed Milk	1.7%
1% Milk	1%
Skimmed Milk	0% - 0.5%
Filtered milk	0% - 3.9%

▲ The fat content of different types of milk

**Temperature** - Bacteria need warm conditions to grow and multiply.

- Bacterial growth danger zone is 5°C - 63°C.

At very cold temperatures, bacteria become dormant – they do not die, but they cannot grow or multiply.

Fridge temperature 0°C-5°C

Freezer temperature -18°C

#### Micro-organisms

Micro-organisms need conditions to survive and reproduce these can include:

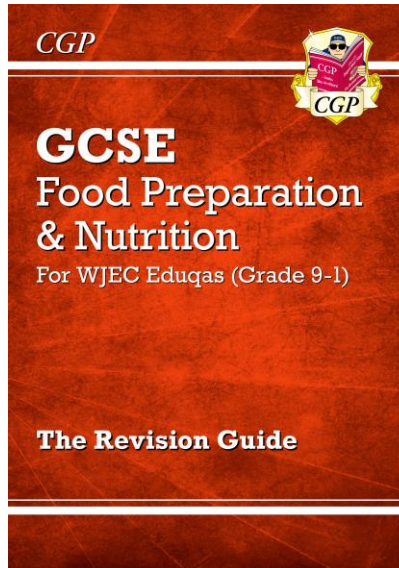
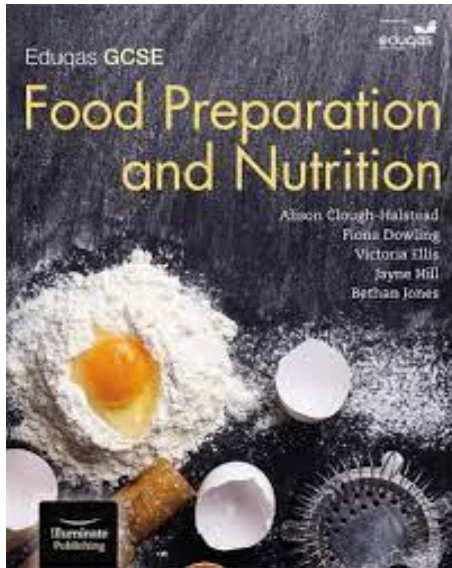
- temperature; moisture; food; time; oxygen and pH level.



# Assessment Booklet

## Food Technology

### Additional Revision Tasks



#### Revision Techniques:

- Rank the topics on the list starting with the one you are least confident then ending with the most confident. Revise them in this order.
- Flash cards
- Create a 10 question quiz that you will have to use in class with the group
- Choose a topic on the exam list and create a power point that you can use to teach another student.



Research all of the topics go through your class revision books.

Make mind maps on the topics.

Study with someone in the class ask each other questions on the topics.

BBC Bitesize Eduqas Food Preparation and Nutrition.

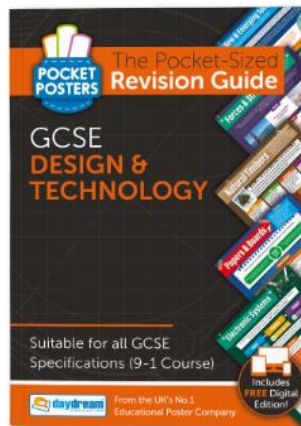
# Assessment Booklet Timbers

## Which topics will be assessed?

Isometric/Orthographic Drawing  
Levers & Motion  
Material Properties & Selection  
of Timbers  
Templates  
Scales of Manufacture

You will be completing section A of the exam paper, which focusses on the core knowledge & understanding. These will include a range of use notes and sketches, explain, name, calculate and analyse questions worth 40 marks.

## What revision material should I use?



## Revision material: How can I use them effectively?

Revision PowerPoint on ClassCharts

- Create a revision card for each of the material properties
- Complete the tasks shown on the PowerPoint slides
- Use the Maths Genie link to answer the questions on percentages. [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)
- Use the revision booklet given to you by your teacher

Section 1 – Core on [www.senecalearning.com](http://www.senecalearning.com)






- Complete all the units and go over any sections that you scored less than 75% in
- Complete the assignment set by Mrs Davenport-Adams

# Assessment Booklet Timbers

## Additional Revision Tasks







### Physical Properties

Physical properties relate to the actual material.

<b>Absorbency</b>	The ability of a material to take in or soak up something (usually a liquid, but sometimes heat and light). Papers, boards and natural fibres are generally good absorbers of liquids.	
<b>Density</b>	A material's mass per unit volume (how compact it is). It is commonly measured in g/cm <sup>3</sup> or kg/cm <sup>3</sup> . Metals are usually dense.	
<b>Fusibility</b>	The ability of a material to be converted into a molten or liquid state through heating. Materials that convert into their molten state at a low melting point, such as solder, have a high fusibility. Solder is used to fuse together other metals because it melts before the metals being joined melt.	
<b>Electrical Conductivity</b>	The ability of a material to conduct electricity. Metals are generally good electrical conductors, and plastics tend to be poor electrical conductors (insulators). As a result, electrical wiring is often made from copper and encased in a flexible plastic.	
<b>Thermal Conductivity</b>	The ability of a material to conduct heat. Metals are generally good thermal conductors, and plastics tend to be poor thermal conductors (insulators). As a result, frying pans are often made from aluminium with plastic handles.	

### Working Properties

Working properties relate to how a material responds to external forces and/or conditions.

<b>Strength</b>	The ability of a material to withstand force without breaking. Examples of forces include pressure, tension, compression, shear and torsion. Materials may be strong in one force but weak in another (e.g. concrete is strong in compression but weak in tension).	
<b>Hardness</b>	The ability of a material to resist wear, abrasion, scratching or denting. Diamond is the hardest naturally occurring substance found on Earth.	
<b>Toughness</b>	The ability of a material to absorb energy without fracturing	
<b>Malleability</b>	The ability of a material to be bent and shaped without breaking	
<b>Ductility</b>	The ability of a material to be stretched or pulled into a strand without breaking	
<b>Elasticity</b>	The ability of a material to return to its original shape after being stretched, bent or compressed	

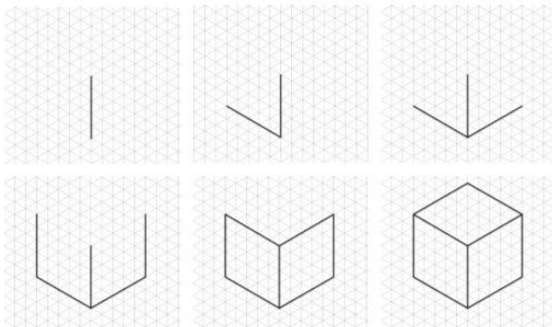
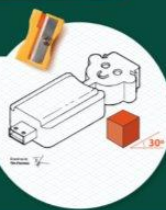
## Communication of Design Ideas

A range of techniques are used to develop, communicate, record and justify design ideas.

### Isometric Drawing

Drawings constructed using isometric projection use vertical lines and lines drawn at 30° to the horizontal. A set square with a 30° angle is often used to make sure that the drawing is accurate. Isometric grid paper can also be used.

Isometric drawings provide a more realistic representation of an object than freehand drawings, but they do not show perspective.



## Cams & Followers

Cam mechanisms are used to convert rotary motion into reciprocal motion. Mechanisms consist of a cam and a follower.

A cam is a specially shaped piece of material attached to a rotating shaft.

A rod known as a **follower** rests on the cam and rises and falls as the cam rotates, creating a reciprocating motion.

Depending on the shape of the cam, the follower will either rise, fall or dwell (remain stationary).



A cam mechanism will often also include:

- A **slide** to prevent the follower from slipping
- A **crank** (handle) to manually rotate the camshaft
- A **wheel follower** to reduce friction between the cam and follower

### Types of Cam

#### Eccentric (Circular)



The pivot (rotating shaft) is positioned off-centre, causing the follower to steadily rise and fall.

#### Pear-Shaped



The follower dwells (remains stationary) for half a turn. It then rises as the point approaches for a quarter of a turn before falling for the last quarter rotation.

#### Snail



The follower gradually rises and then suddenly drops. It can only rotate in one direction.

#### Heart-Shaped (Constant Velocity)



The follower rises and falls with no dwell period. It is said to have constant velocity.

## Scales of Production

Products are made using different methods of production. The method depends on the type of product being made and the quality and quantity demanded.

### Batch Production

In batch production, a set number of products are passed through the production process together, one stage at a time.



#### Key Points

- Batch production is useful when making small quantities of a product or variations of similar products.
- Machines can be programmed to carry out specific tasks, and the use of templates, jigs and moulds ensures that the products are identical.
- Machinery often has to be stopped and reconfigured for each batch. This is known as downtime. It can be inefficient, especially when lots of batches are required.
- Materials can be purchased in large quantities, enabling the business to benefit from economies of scale (lower unit costs when larger quantities are purchased).

Examples: a bakery making different types of bread or cake

## Government funding

- Government funding is usually available for new businesses that would contribute to the economy
- They can be given as either a loan or a grant
- **Loan** – money given, which is then expected to be paid back over time
- **Grant** – money given, but there is no need to pay it back
- A local council can also provide lower level grants or loans
- Companies can use this additional money to help buy new and emerging technologies



# Assessment Booklet Media

## What am I being assessed on?

**Your Spring Assessment will test you on key skills required for your Component 1 examination. You will be tested on two areas of the theoretical framework:**

1. Representation – 25-mark comparison question to an unseen text (No Time to Die)
2. Industry – stepped questions totaling 15 marks (Fortnite)



## What revision material should I revise from?



### Youtube – Mrs Fisher

Mrs Fisher's videos are really comprehensive and go into lots of detail regarding set texts

<https://www.youtube.com/watch?v=Pn60surD2wQ> - No Time to Die

<https://www.youtube.com/watch?v=P0ou3Sh-TFM> - Fortnite



**ClassCharts**

### Knowledge Organisers

Miss Cunningham has uploaded class notes and knowledge organisers for No Time to Die and Fortnite onto these platforms. Use these to make revision mind-maps, flash cards etc!



# Assessment Booklet

## Media

### Additional Revision Tasks



**Complete all of these tasks to help you prepare for the Spring Assessment! Tick them off as you complete them:**

- ☐ Analysed gender within the No Time to Die poster and gathered 3 examples for each gender
- ☐ Analysed ethnicity within the No Time to Die poster and gathered 3 examples
- ☐ Find 3 similarities of the representation of gender within the 'Spy Kids' film poster
- ☐ Find 3 differences of the representation of gender within the 'Spy Kids' film poster
- ☐ Find 3 similarities of the representation of ethnicity within the 'Bastille Day' film poster
- ☐ Find 3 differences of the representation of ethnicity within the 'Bastille Day' film poster
- ☐ Create flashcards/knowledge organisers with key facts from Fortnite about:
  - Technology Fortnite uses
  - Regulation within Fortnite



# Assessment Booklet

## Photography

### What am I being assessed on? PORTRAIT PROJECT

In your Photography assessment you will be marked on your completion of the portrait project. You are expected to have completed every element of the photo cycle to meet the assessment objectives

Your work will be assessed against the following Assessment Objectives.

	Assessment Objective	Marks
AO1	Develop ideas through investigations, demonstrating critical understanding of sources.	20 marks
AO2	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	20 marks
AO3	Record ideas, observations and insights relevant to intentions as work progresses.	20 marks
AO4	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	20 marks



For each photoshoot you will need to complete

- Mood-board
- Photographer research
- Shoot plan and contact sheet
- Edits and experimentation
- Final outcome and evaluation



### Photographic Terms

Focal point	The most important part of the image where the eye is drawn to.
Background	The image or scene behind the main subject of the photograph
Foreground	The image or scene in front of the main subject of the photograph
Macro	Short of microscopic this term refers to producing photos of very small items at a scale larger than life
Resolution	The number of pixels in an image, the higher the resolution, the greater the amount of detail and quality in a photograph
Shutter speed	This is how long your shutter stays open for when you take a photograph
Worms eye view	A camera angle which looks up at the subject from ground level
Birds eye view	A camera angle which looks down at the subject from above
Composition	The arrangement of the subject and surrounding elements of a photograph
Focus	A lens setting that brings a scene or image into sharpness
Blur	The effect which makes an image appear unclear or



Expected to use subject specific language within your work. Please revise the photographic terms





# Assessment Booklet

## Art/Photography

### What am I being assessed on? HIDDEN IDENTITY PROJECT

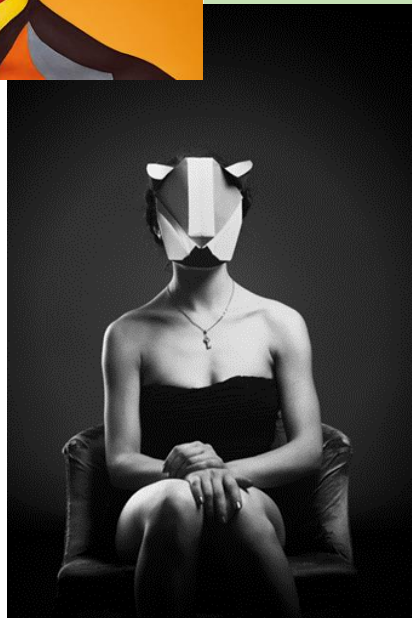
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Resolution	The number of pixels in an image, the higher the resolution, the greater the amount of detail and quality in a photograph
Shutter speed	This is how long your shutter stays open for when you take a photograph
Worms eye view	A camera angle which looks up at the subject from ground level
Birds eye view	A camera angle which looks down at the subject from above
Composition	The arrangement of the subject and surrounding elements of a photograph
Focus	A lens setting that brings a scene or image into sharpness
Blur	The effect which makes an image appear unclear or

Expected to use subject specific language within your work.  
Please revise the photographic terms