

	<p>24 marks for Content (vocab, imagery, ideas) and Organisation (paragraph, structure) 16 marks for SPAG (spelling, punctuation, sentence structure, grammar, vocab)</p>
<p>Science</p>	<p>The cumulative assessments will cover the following topics:</p> <p>BIOLOGY – 1hr 45 mins – 95 marks Year 9 and 10 Biology – B1 - You and your genes, B2 - Keeping healthy, B3 -Living together – food and ecosystems, B4 – Using food and controlling growth, B5 – The human body, B6 – Life on Earth</p> <p>CHEMISTRY – 1hr – 55 marks Year 9 and 10 Chemistry – C1 – Air and water, C2 – Chemical Patterns, C4 –Material Choices</p> <p>PHYSICS– 1hr – 55 marks Year 9 and 10 Physics – P1 – Radiation and waves, P2 – Sustainable energy, P3 –Electric circuits, P4 – Explaining motion</p> <p>Please use your revision guide as well as websites/apps including: SENECA COGNITO BBC Bitesize ‘Revision Monkey’ on YouTube.</p> <p>TRIPLE - PLEASE NOTE – YOU WILL NOT BE ASSESSED ON C3</p>
<p>RE</p>	<p>Component 1: Foundational Catholic Theology</p> <p>Origins and Meanings:</p> <ul style="list-style-type: none"> • Key words • Origins and meanings: origin of the universe and divergent views on big bang and evolution, origin and sanctity of human life and divergent views, abortion and divergent views • Creation: Genesis 1 and 2, what Genesis teaches about humans, God and their relationship, stewardship and divergent views • The Bible: divergent views, literary forms, revelation and inspiration • Painting: Creation of Adam • Symbolism: Tree of Life mosaic • Loving and serving in Catholic communities: interfaith dialogue, Catholic Social Teaching (inc. Gaudium et Spes) charities (CAFOD and SVP) <p>Good and Evil:</p> <ul style="list-style-type: none"> • Key words • Good, evil and suffering: the origin of evil, the problem of evil, Catholic ambivalence, divergent views • Trinity: Biblical and historical development, divergent views • Incarnation: Evidence for the incarnation and how it’s used as a response to suffering (salvifici doloris), divergent views • Jesus and moral authority: Sermon on the Mount <p>(Divergent views= you need to know the difference between Catholic, other Christian, Jewish or non-religious views on a topic.)</p>

<p>History</p>	<p><u>Causes and Events of WW1</u></p> <p>Causes:</p> <p>MAIN</p> <p>The First Moroccan Crisis 1905-05</p> <p>The Bosnian Crisis 1908</p> <p>The Second Moroccan Crisis 1911</p> <p>Franz Ferdinand</p> <p>The Schlieffen Plan</p> <p>Events:</p> <p>Early battles; Mons, Marne and the Race to the Sea</p> <p>Trench warfare and weapons</p> <p>Gallipoli</p> <p>The War at Sea – Jutland, British Blockade, Lusitania sinking and the U-Boat campaign</p> <p>Verdun</p> <p>Battle of the Somme</p> <p>Battle of Passchendaele</p> <p>End of the War</p> <p>Russia’s exit from WW1</p> <p>USA joining WW1</p> <p>Ludendorff Spring Offensive</p> <p>Hundred Days Offensive</p> <p>End of WW1</p> <p><u>Germany</u></p> <p>Kaiser’s Germany</p> <p>Germany pre-WW1, Socialism, Trade Unions and problems.</p> <p>Germany during WW1 – problems of war</p> <p>End of the war and abdication, signing of the TOV</p> <p>Weimar Germany</p> <p>Formation of the Weimar government – Weimar constitutions, laws and problems</p> <p>Political issues – Spartacist uprising, Kapp Putsch, 350 political assassinations and the Munich Putsch</p> <p>Economic issues – TOV reparations, War pensions, Invasion of the Ruhr and Hyperinflation</p> <p>The Golden age</p> <p>Nazi Germany</p> <p>Who voted for the Nazis and how did they rise to power?</p> <p>Consolidation of power – Reichstag Fire, the Enabling Act, removal of threats and the Night of the Long Knives</p> <p>Hitler as Fuhrer: Economy. Unemployment, work and Autarky (self sufficiency)</p> <p><u>Exam Skills</u></p> <p>WW1: Source Skills – how do you know and how useful and How Useful question.</p> <p>Germany: Interpretation Skills – How, why and more convincing, Describe and In What Ways</p>
<p>Geography</p>	<p>Section A: The Challenge of Natural Hazards</p> <p>Tectonic hazards</p> <ul style="list-style-type: none"> • Plate tectonics • Plate margins

- Earthquake and volcano distribution
- Haiti earthquake case study
- Christchurch earthquake case study
- LIC vs HIC impacts and responses
- Reasons people live near hazards
- Risk reduction, prediction, protection, planning

Weather hazards

- Global atmospheric circulation
- Tropical storms, causes and structure
- Typhoon Haiyan case study
- UK extreme weather, Boscastle floods case study
- Evidence of increasing extreme weather in the UK
- Climate change and storm patterns

Climate change

- Evidence for climate change
- Natural and human causes
- Effects on people and environments
- Mitigation strategies
- Adaptation strategies

Section B: The Living World

Ecosystems

- Biotic and abiotic factors
- Nutrient cycle and food chains
- UK ecosystem case study, pond

Tropical rainforest

- Climate and characteristics
- Plant and animal adaptations
- Malaysia deforestation causes
- Impacts of deforestation
- Sustainable management

Hot desert

- Climate and characteristics
- Plant and animal adaptations
- Thar Desert opportunities and challenges
- Desertification causes
- Desertification strategies

Section C: Physical Landscapes in the UK

UK overview

- Upland and lowland areas
- Major rivers

	<p>Coastal landscapes</p> <ul style="list-style-type: none"> • Coastal processes • Coastal landforms • Holderness Coast case study <p>River landscapes</p> <ul style="list-style-type: none"> • River processes • River landforms • River Tees case study • Causes of flooding • Hydrographs • Flood management
French	<p>All students will be given a list of core vocabulary to learn for the Listening and Reading paper. Pupils will have gone through this in class and should learn these from memory to succeed in the papers.</p> <p>Topics to revise:</p> <p>Home, town and local area – describing where you live using a variety of adjectives, places in your town, what you can do in your area.</p> <p>School – subjects, opinions of teachers, what you do at lunchtime, uniform.</p> <p>Technology- the positives and negatives, how/ why/ what you use it for, adjectives to describe opinions of technology.</p> <p>TV/ Cinema / Film – what you watch, giving opinions.</p> <p>Healthy living – sports and free time activities.</p> <p>Tenses to revise: Use your book to help you revise verb endings for the following tenses. Have a list of at least 10 verbs in the following tenses so you can use them accurately in your written piece.</p> <p>Present e.g. je vais Past e.g. je suis allé Future tense e.g. je vais aller</p> <p>A variety of time phrases, opinions and reasons so that you are never repeating a word or phrase... car c'est ennuyeux!</p> <p>10Fr1 and Fr2 – revise your bank of higher-level phrases. Make sure you include at least 3 in your 90 and 150 word question.</p>
Spanish	<p>All students will be given a list of core vocabulary to learn for the Listening and Reading paper. Pupils will have gone through this in class and should learn these from memory to succeed in the papers.</p>

	<p>Topics to revise:</p> <p>Home, town and local area – describing where you live using a variety of adjectives, places in your town, what you can do in your area, what your area used to be like (imperfect tense)</p> <p>The environment – environmental problems.</p> <p>Technology- the positives and negatives, how/ why/ what you use it for, adjectives to describe opinions of technology.</p> <p>Healthy living – food, sports and free time activities, what you do to lead a healthy life.</p> <p>Family relationships – family members and who you get on with and why.</p> <p>Tenses to revise: Use your book to help you revise verb endings for the following tenses. Have a list of at least 10 verbs in the following tenses so you can use them accurately in your written piece.</p> <p>Present e.g. voy Past e.g. fui Imperfect e.g. era/ estaba Future tense e.g. voy a ir</p> <p>A variety of time phrases, opinions and reasons so that you are never repeating a word or phrase... ¡Qué aburrido!</p> <p>10Sp1 – revise your bank of higher-level phrases. Make sure you include at least 3 in your 90 and 150 word question.</p>
<p>Business Studies</p>	<p>All students will have access to revision links on Teams and a paper copy of a revision booklet.</p> <p>1. Business Activity</p> <ul style="list-style-type: none"> 1.1 The role of business enterprise and entrepreneurship 1.2 Business planning 1.3 Business ownership 1.4 Business aims and objectives 1.5 Stakeholders in business 1.6 Business growth <p>2. Marketing</p> <ul style="list-style-type: none"> 2.1 The role of marketing 2.2 Market research 2.3 Market segmentation 2.4 The marketing mix <p>3. People</p> <ul style="list-style-type: none"> 3.1 The role of human resources

	<p>3.2 Organisational structures and different ways of working</p> <p>3.3 Communication in business</p> <p>3.4 Recruitment and selection</p> <p>3.5 Motivation and retention</p> <p>3.6 Training and development</p>
<p>Computer Science</p>	<p>Students have revision books and worksheets. A list of exam techniques, revision lists, and revision techniques for computer science is included in Teams.</p> <p>Topics to study include:</p> <p>GCSE Computer Science (OCR J277) – Year 10 Revision List</p> <p>Section 1: Computer Systems</p> <p>1.1 Systems Architecture</p> <ul style="list-style-type: none"> • Purpose of the CPU • Fetch–Decode–Execute cycle • Von Neumann architecture • Components of the CPU • Performance • Embedded systems <p>1.2 Memory and Storage</p> <ul style="list-style-type: none"> • Primary storage: <ul style="list-style-type: none"> ◦ RAM, ROM, Cache, Virtual memory • Secondary storage: Magnetic, Optical, Solid State • Units of storage • Factors affecting storage choice <ul style="list-style-type: none"> ◦ Capacity, Speed, Portability, Durability, Reliability, Cost, <p>1.5 Systems Software</p> <ul style="list-style-type: none"> • Operating systems: <ul style="list-style-type: none"> ◦ User interface, Memory management, Multitasking, Peripheral management, User management, File management, System Security • Utility software: <ul style="list-style-type: none"> ◦ Encryption, Defragmentation, Backup tools, Compression <p>Section 2: Data Representation</p> <p>2.1 Binary</p> <p>2.2 Data Storage</p> <ul style="list-style-type: none"> • Numbers • Characters <ul style="list-style-type: none"> ◦ ASCII ◦ Unicode • Images • Sound • Compression • Measurements of Storage <p>2.3 Data Representation Concepts</p> <ul style="list-style-type: none"> • Hexadecimal • Binary ↔ Hex conversion

	<ul style="list-style-type: none"> • Uses of hexadecimal • Denary • Binary Addition, Binary Shifts, Overflow <p>Section 4: Ethical, Legal, Cultural and Environmental Issues</p> <ul style="list-style-type: none"> • Ethical Issues • Legal Issues • Cultural Issues • Environmental Issues • Privacy • Open Source and Proprietary Software • Legislation <ul style="list-style-type: none"> • Copyright laws • Software licences • Data Protection Act • Computer Misuse Act • Freedom of Information Act <p>Section 5: Algorithms & Computational Thinking</p> <p>5.1 Computational Thinking</p> <p>Designing Algorithms</p> <ul style="list-style-type: none"> • Writing algorithms • Step-by-step problem solving • Testing algorithms • Trace tables <p>Pseudocode</p> <p>Flowcharts</p> <p>Logic Gates</p> <p>Section 6: Programming Fundamentals</p> <ul style="list-style-type: none"> o Data Types o Data Validation o Constants and Variables o Operators o Strings o Arithmetic / Logical Expressions o Program Flow/Programming Constructs <ul style="list-style-type: none"> § Sequence § Selection § Iteration o Boolean Logic o Random Number Generation o Programming Languages and Integrated Development Environments
Music	<p>Set work Toto Africa</p> <ul style="list-style-type: none"> • Melody • Tonality/ Chord Sequences • Instrumentation • Structure

	<ul style="list-style-type: none"> • Texture • Tempo • Rhythm • Articulation • Key facts (composer, dates of release, album it is from) <p>All key vocabulary for the elements of music (MAD TSHIRT) Area of Study 4: Pop music, Rock Music, Soul Music, Reggae, Fusion</p>
Drama	<p>Blood Brothers</p> <ul style="list-style-type: none"> • Show understanding of the text • Explain HOW drama skills would be used in performance • Justify acting, staging, lighting, sound, costume choices • Use drama terminology • Link choices to meaning, character, and audience impact
Hospitality & Catering	<p>Job roles</p> <ul style="list-style-type: none"> - Roles and responsibilities - Contracts of employment - Working conditions <p>HACCP</p> <ul style="list-style-type: none"> - What is meant by it - What it protects - Know how to complete one <p>COSHH</p> <ul style="list-style-type: none"> - What is meant by it - What it protects - Know how to complete one <p>Environmental Impacts</p> <ul style="list-style-type: none"> - Food miles - Food provenance - 3 R's - Seasonality <p>Legislation</p> <ul style="list-style-type: none"> - Food safety act - Food labelling regulations - HASAWA - Equality act - Food hygiene regulations <p>Types of Businesses</p> <ul style="list-style-type: none"> - Commercial - Non-commercial - Residential - Non-residential - Types of provision
3D Design	<p>Students are to prepare for their exam by completing individual coursework tasks in preparation for practical activities</p>
Construction	<p>Performance requirements booklet on teams:</p>

	<ul style="list-style-type: none"> • Strength • Stability • Fire resistance • Weather resistance • Sound resistance • Thermal resistance <p>Low rise construction booklet on teams:</p> <ul style="list-style-type: none"> • Traditional construction (brickwork) • Timber frame construction • Steel frame construction • Modular construction • Cladding <p>Sustainability booklet on teams:</p> <ul style="list-style-type: none"> • Sustainable materials • Sustainable building practices • Sustainable energy sources <p>Accessibility booklet on teams</p> <ul style="list-style-type: none"> • How to design buildings to be accessible to all users
Art	<p>In your 5-hour assessment, you will be creating artwork in the style of your 4th Artist. Prior to this, you will need to complete the following preparatory work, which we have begun in the lesson.</p> <p>An A2 board exploring your 4th Artist, which will include:</p> <ul style="list-style-type: none"> • Research -images and fact • Evaluation –Content, form, process and mood • Sketched ideas (line drawings or design ideas) • Small samples exploring different media • Photographs to support your development (might be of flowers or specific fruit) • Plan for the larger piece you will create in your 5 hour assessment, inspired by nature and obviously the work of the chosen artist you explored
PE	<p>Skeletal System</p> <ul style="list-style-type: none"> • The functions of the skeleton (support, protection, movement, shape, blood cell production) • Major bones in the body • Types of synovial joints • Joint movements such as flexion and extension • Sporting examples of movement <p>Muscular System</p> <ul style="list-style-type: none"> • Major muscle groups and their location • How muscles work in pairs (antagonistic pairs) • Muscle roles: agonist, antagonist, fixator • Types of muscular contraction • How muscles create movement in sport <p>Cardiovascular System</p> <ul style="list-style-type: none"> • Structure and function of the heart • Blood vessels and blood components

- How oxygen is transported around the body
- Effects of exercise on the cardiovascular system
- Short-term responses and long-term adaptations to training

Cardiac Output = Heart Rate \times Stroke Volume

Respiratory System

- Structure of the lungs and respiratory system
- Breathing process (inspiration and expiration)
- Gas exchange at the alveoli
- Effects of exercise on breathing
- Aerobic and anaerobic exercise

Effects of Exercise

You should understand:

- Immediate effects of exercise on the body
- Long-term adaptations caused by training
- Fatigue and recovery
- Lactic acid production

Movement Analysis

- Planes and axes of movement
- Lever systems in the body
- Applying movement analysis to sporting actions

Components of Fitness

- Definitions of all components of fitness
- Sporting examples of each component
- Which components are important for different sports

Examples include:

- Strength
- Speed
- Agility
- Flexibility
- Cardiovascular endurance
-

Fitness Testing

- Different fitness tests
- What each test measures
- Advantages and disadvantages of tests
- Interpreting test results

Principles of Training

- SPORT principles
- FITT principle
- Goal setting and SMART targets
- How training programmes are planned

Methods of Training

- Continuous training
- Interval training
- Circuit training
- Fartlek training

	<ul style="list-style-type: none">• Weight training• Plyometric training• <p>For each method, know:</p> <ul style="list-style-type: none">• Purpose• Advantages• Disadvantages• Suitable sports <p>Warm Ups, Cool Downs and Injury Prevention</p> <ul style="list-style-type: none">• Purpose of warm ups and cool downs• Reducing injury risk• Safe participation in sport• Common injuries and treatment (RICE)
Health & Social Care	<p>Component 2 – health and social care services and values</p> <ul style="list-style-type: none">• 11 health conditions• health and social care services• barriers to access• 6 care values