

Year 10 (Cohort 2020) End of Year Exams – Student Guide

Subject	Duration	Style of Questions	Topics/Content Assessed	Skills Assessed	Useful resources
GCSE Business	1hr 30	Combination of written and calculation questions	<u>Theme 1</u> 1.1.2 Risk & Reward 1.1.3 The role of business enterprise 1.2.2 Market research 1.2.3 Market segmentation 1.3.2 Revenues, costs & profits 1.3.3 Cash & cash-flow 1.3.4 Sources of business finance 1.4.1 Options for start-up & small businesses 1.4.3 The marketing mix 1.5.1 Business stakeholders 1.5.2 Technology & business 1.5.4 The economy & business	<i>Knowledge</i> – understanding of topics <i>Application</i> – applying understanding of topics to specific business circumstances, or through calculations <i>Analysis</i> – ability to explain or develop an argument <i>Evaluation</i> – ability to weigh up competing arguments to arrive at a supported conclusion	<ul style="list-style-type: none"> GCSE Business Revision Companions Collins Edexcel GCSE Revision: Business All-in-One Revision & Practice – available from Finance Office
Music GCSE	10	The Yr 10 exam is 1 hour	<u>Section A</u> Listening, unfamiliar music <u>Section B</u> Study piece	<u>Section A</u> Western Classical Tradition 1650–1910 Popular music Traditional music Western classical tradition since 1910. <u>Section B</u> Study Pieces: Haydn: Symphony 101 in D major The Clock, movt. 2	<u>Section A</u> Listening Skills Melodic Dictation Rhythmic Dictation <u>Section B</u> Knowledge and understanding of: <ul style="list-style-type: none"> The effect of audience, time and place on how the study pieces were created, developed and performed How and why the music across the selected areas of study has changed over time How the composer’s purpose and intention for the study pieces is reflected in their use of musical elements

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					<ul style="list-style-type: none"> • Relevant musical vocabulary and terminology for the study pieces
GCSE Geography	1hr 30	<p>Question styles include:</p> <ul style="list-style-type: none"> • Multiple choice questions • Short answer-knowledge based questions • Open, extended questions • Map and calculation questions • Longer case study questions 	<p><u>Unit 1</u></p> <p>Section A- Challenge of natural hazards</p> <ul style="list-style-type: none"> • Global distribution of hazards and their relationship to plate margins • How do the effects to a tectonic hazard vary between areas of contrasting levels of wealth. • Causes of climate change • Managing the effects of climate change • How monitoring, prediction, protection and planning can reduce the risks from tropical storms <p>Section B- Physical landscapes of the UK (Coasts)</p> <ul style="list-style-type: none"> • Physical processes • Distinctive coastal landforms • Different management strategies to be used to protect coastlines <p><u>Unit 2</u></p> <p>Section A- Urban issues and challenges</p> <ul style="list-style-type: none"> • The global pattern of urban change. • Urban regeneration • Features of sustainable urban living 	<p><i>Knowledge</i> – understanding of topics</p> <p><i>Application</i> – Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements</p> <p><i>Skills</i>- Select, adapt and use a variety of skills and techniques (Maps, using figures, Numeracy and Graphical)</p>	<ul style="list-style-type: none"> • Kerboodle and My Dynamic learning- all students have their own individual log-in. • Ousedale Learning zone has individual revision guides for each topic.

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			<ul style="list-style-type: none"> How urban planning is improving the quality of life for the urban poor. <p><u>Unit 3</u> Fieldwork and skills</p>		
English Language	1 hour	<p>One task on analysing the language in an extract – How does the writer use language to present...? (8 marks)</p> <p>One task on descriptive writing - Write a description suggested by the picture. (40 marks total – 24 Content/16 Skills)</p>	<ul style="list-style-type: none"> Section A: knowledge of language devices such as word classes, imagery (metaphor, simile), and patterns (juxtaposition, semantic field); identifying key quotations to help support ideas; explaining how effects are created through writer's choices Section B: ambitious vocabulary and use of language devices; organisation of writing using paragraphs and structural features; spelling, punctuation and grammar 	<p>Section A: <i>Understanding and comprehension</i> of the extract <i>Identifying</i> details or quotations which are significant <i>Analysis</i> of the language used and effects created</p> <p>Section B: <i>Crafting</i> of language using descriptive writing techniques <i>Accuracy</i> of spelling, punctuation and grammar</p>	<ul style="list-style-type: none"> Practice booklets from teachers SPAG revision: http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/index.htm
English Literature	45 mins	<p>Two questions on unseen poems:</p> <p>Section A: In the first poem, how does the poet present...? (24 marks)</p> <p>Section B: referring to both poems, the poets present the theme/idea of _____. Compare the similarities and</p>	<ul style="list-style-type: none"> Section A: knowledge of devices in poetry, such as language (word classes, imagery), structure (caesura, rhyme) and form (the type of poem); identifying quotations and analysing these for the effects created Section B: ability to compare the devices or methods used in the poems; identifying quotations from each and comparing the effects created 	<p><i>Understanding and comprehension</i> of the unseen poems <i>Identifying</i> poetic devices used <i>Analysing</i> the effects created <i>Evaluating</i> the success of these devices or choices of language <i>Comparing and identifying</i> similarities or differences</p>	<ul style="list-style-type: none"> Unseen poetry packs from teachers Mr Bruff videos on Youtube focused on 'Unseen Poetry' Poetry Foundation website – poems grouped by theme for reading or analysing: https://www.poetryfoundation.org/

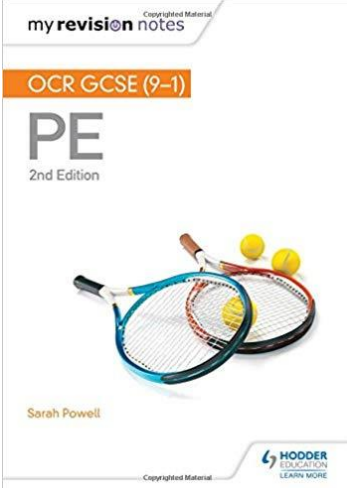
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		differences in the ways they present the idea/theme. (8 marks)			
GCSE Religious Studies	1hr45	A, b and c are knowledge questions and d is an evaluation of an argument.	Christianity 1. Christian Beliefs 2. Marriage and the family 3. Living the Christian life 4. Matters of life and death	Knowledge – understanding of topics and identification of key words. Application – applying Christian teachings and quotations to answers. Evaluation – weighing up the argument to arrive at a supported conclusion.	<ul style="list-style-type: none"> • PER revision resources given out in lessons and on the learning zone. • Religious Studies: Beliefs in action spec B Edexcel revision guide.
French Writing	1hr 15 – Higher 1hr – Foundation	Written Assessment Higher – 90 word question / 150 word question / translation Foundation – 4 sentences describing a picture / 40 word question / translation / 90 word question	<u>Higher:</u> Module 3 – Celebrations and Routines Module 1 / 2 – free time and weekend activities in all three tenses Modal verbs: pouvoir / devoir <u>Foundation:</u> Module 3 – Your routines Module 1 + 2 – free time and weekend activities in all three tenses Family, friends, role models, personality, food, clothes	Written French and translation skills	Best books / flashcards Modules 1-3 vocab lists
French Reading and listening	<u>Reading</u> 1hr – Higher 45min – Foundation <u>Listening</u>	Reading / Listening Comprehension Questions in English and French	All GCSE topics	Comprehension and translation skills	Modules 1-3 vocab lists Additional vocab list for topics not covered Active Online listening and reading

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	45 minutes – Higher 35 minutes Foundation				
Spanish Writing	1hr 15 – Higher 1hr – Foundation	Written Assessment <u>Higher</u> – 90 word question / 150 word question / translation <u>Foundation</u> – 4 sentences describing a picture / 40 word question / translation / 90 word question	<u>Higher:</u> Module 3 – family relationships, activities with friends and family in <u>all three tenses</u> , social media – use and opinions, mobile apps – use, advantages and disadvantages. <u>Foundation:</u> Module 3 – family relationships, activities with friends and family in <u>all three tenses</u> , social media – use and opinions Module 1 – holiday destination, accommodation, weather, activities	Written Spanish and translation skills	Best books / flashcards Modules 1,7,3 vocab lists
Spanish Reading	<u>Reading</u> 1hr – Higher 45min – Foundation <u>Listening</u> 45 minutes – Higher 35 minutes Foundation	Reading / Listening Comprehension Questions in English and French	All GCSE topics	Comprehension and translation skills	Modules 1,7,3 vocab lists Additional vocab list for topics not covered Active Online listening and reading
GCSE Computer	2hr	Written answer questions.	1.1 System Architecture 1.2 Memory 1.3 Storage 1.4 Wired and Wireless Networks 1.5 Network Topologies 2.1 Algorithms 2.2 Programming Techniques	<i>Knowledge</i> – understanding of topic. <i>Computational Thinking and coding</i> – Completion of Algorithm questions.	Notes from class Revision website http://www.bit.ly/GCSE_Revision_Site

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<p>GCSE PHYSICAL EDUCATION</p> <p>Paper 1= Socio Cultural</p> <p>Paper 2= A&P</p>	<p>1 HOUR PER PAPER</p> <p>60 marks Per Paper</p>	<p>Combination of written</p>	<p><u>Topics for socio-cultural: PAPER 1</u></p> <ul style="list-style-type: none"> • Physical activity and sport in the UK (NGB's, DCMS). • Participation factors/ strategies (age, gender etc / promotion/provision/access) • Commercialisation (Golden triangle / sponsorship / types of media) • Ethics (Sportsmanship / gamesmanship / deviance) • Drugs in sport / violence in sport • Sports psychology: • Characteristics of a skilful movement (PFACE) • Classification of skills • Goal setting <p><u>Topics for Year 10 End of year test for A&P: PAPER 2</u></p> <ul style="list-style-type: none"> • Location of major bones • Structure and function of Skeleton • Structure and function of Muscular System • Lever systems • Planes of Movement and areas of rotation • Cardiovascular and Respiratory Systems 	<p><i>AO1- Knowledge and Understanding</i></p> <p><i>AO2 Practical application</i></p> <p><i>AO3- Discuss, Evaluate, Analyse</i></p> <p><i>Ability to interpret Data and Label Diagrams</i></p>	<ul style="list-style-type: none"> • Specification • Notes in exercise books <p>BBC BITESIZE: https://www.bbc.com/bitesize/exampscs/ztrcg82</p> <ul style="list-style-type: none"> • Learning Zone. <div data-bbox="1518 582 1872 1077" style="border: 1px solid black; padding: 5px;">  <p>myrevision notes</p> <p>OCR GCSE (9-1)</p> <p>PE</p> <p>2nd Edition</p> <p>Sarah Powell</p> <p>HODDER EDUCATION LEARN MORE</p> </div> <p>By Sarah Powell ISBN: 9781510405257</p>

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<p>Food Preparation and Nutrition</p>	<p>1hr 45</p>	<p>Multiple choice (20%) Short and long answer (80%)</p>	<p>Macro/Micronutrients: Functions of nutrients (what do they do?) and making informed choices for a varied and balanced diet.</p> <p>Food Safety: Food spoilage and contamination. Micro-organisms, enzymes, moulds and yeast. Food poisoning bacteria and how to prevent transfer.</p> <p>Heat Transfer: How heat transfer is achieved, what equipment is used and how heat transfer methods differ e.g. steaming vs baking.</p> <p>Primary Processing: Fish, milk, wheat – how are they made and processed?</p> <p>Pastry: Functions of ingredients. Gelatinisation: Temperatures and process.</p> <p>Raising Agents: Types and functions.</p> <p>Organic & GM Foods: Explanations of what they are and justification of why they are produced.</p>	<p>Ability to apply knowledge and understanding of nutrition, food, cooking and preparation.</p> <p>Ability to analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by yourself and others.</p>	<p>-Illuminate Digital Book www.illuminate.digital/aqafood USERNAME: SOUSE3 PASSWORD: STUDENT3</p> <p>-CGP Revision Guide</p> <p>-CGP Exercise Book</p> <p>-Food a Fact of Life Website (11-16 Years) - Nutrition and the Eatwell Guide www.foodafactoflife.org.uk</p> <p>-Nutrition www.nutrition.org.uk</p> <p>-Recipes and Healthy Eating www.jamieoliver.com www.bbc.co.uk/food</p> <p>www.food.gov.uk This is the official government website for the Food Standards Agency.</p> <p>www.towards-sustainability.co.uk Close look at a range of sustainability issues and further links</p>
<p>Hospitality and Catering</p>	<p>1hr 30</p>	<p>Short and long answer questions</p> <p>Sorting activities</p>	<p>Staff structure, job roles and responsibilities within the industry.</p> <p>Processes involved in the correct storage and handling of foods.</p>	<p>Ability to apply knowledge of the workings of the hospitality and catering industry to a range of different scenarios.</p>	<p>www.hse.gov.uk/catering www.hodderplus.co.uk/catering/pc/extra1.pdf www.slideshare.net/carowilli/types-of-catering-establishments www.instituteofhospitality.org The Institute of Hospitality is the professional</p>

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		<p>'Fill-in-the-blank' style activities</p>	<p>Food hygiene and safety</p> <p>The function of specialist equipment e.g. food probes, processors, blenders</p> <p>Accommodation types and suitability for different client groups.</p> <p>HASAWA, PPE, COSHH, HACCP</p> <p>The role of an Environmental Health Officer (EHO)</p> <p>Food legislation: the law and how to meet statutory requirements</p>	<p>Ability to apply knowledge of the sector to a range of and client groups and needs.</p> <p>Ability to analyse and resolve problems.</p>	<p>body for the hospitality, leisure and tourism industries.</p> <p>www.ons.gov.uk</p> <p>Office for National Statistics – trends and population information.</p> <p>www.people1st.co.uk</p> <p>The sector skills council for hospitality, leisure, travel and tourism.</p> <p>www.springboarduk.net</p> <p>Springboard UK – hospitality careers and industry information.</p> <p>www.sustainability.com</p> <p>Case studies of hospitality businesses and sustainability.</p> <p>www.bha.org.uk</p> <p>The British Hospitality Association is the leading representative organisation in the hospitality industry, representing hotels, restaurants and food service providers.</p> <p>www.bighospitality.co.uk</p> <p>Comprehensive site including current hospitality news, features, video links and other general information.</p> <p>www.catererandhotelkeeper.co.uk</p> <p>For hospitality news and copies of the Caterer and Hotelkeeper magazine.</p> <p>www.cipd.co.uk</p> <p>Chartered Institute of Personnel and Development – information on recruitment and legal aspects of staff employment.</p> <p>www.food.gov.uk</p> <p>This is the official government website for the Food Standards Agency.</p>
GCSE DT	1hr	Climate change/Social Footprints/Global impact	<ul style="list-style-type: none"> Extended writing questions 	<ul style="list-style-type: none"> Go through your revision book and look at all the lessons completed so far on 	

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			<ul style="list-style-type: none"> • Understand what different factors create a social footprint • Understand why it is as important as an ecological footprint • Explain how designers can reduce negative global impact 	<p>climate change, social and ecological footprints and global impact.</p> <ul style="list-style-type: none"> • Revision lesson to be held prior to exam • Look on the learning zone and google drive at the revision lessons to do with this subject. 	
		Automation	<ul style="list-style-type: none"> • Explain how automaton has affected different environmental and social concerns 	<ul style="list-style-type: none"> • Go through your revision book and look at all the lessons completed so far on automation • Revision lesson to be held prior to exam • Look on the learning zone and google drive at the revision lessons to do with this subject. 	
		Finishes	<ul style="list-style-type: none"> • Explain why surface finishes are added to different products 	<ul style="list-style-type: none"> • Look on the learning zone and google drive at the revision lessons to do with this subject. 	
		Evaluation	<ul style="list-style-type: none"> • Evaluate different products against a given specification in relation to its suitability and environmental and social factors 	<ul style="list-style-type: none"> • Understand how products are to meet given specifications, and how to record this information down, ensuring you give both positive and negative reasons. • Revision lesson to be held prior to exam • Look on the learning zone and google drive at the revision lessons to do with this subject. 	

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Btec Tech Award	1hr 30mins	Annotating , written evaluation	Activity 2a – Evaluation (8 marks)	<ul style="list-style-type: none"> Identify issues with an existing engineered product Annotate an existing product example Write an evaluation explaining how well the product meets/does not meet the given brief 	<ul style="list-style-type: none"> Exam prep and revision in class prior to exam Look through your example questions completed in class Look through your revision packs and theory books on material types, properties and processes
		Drawing and writing an evaluation	Activity 2b – Redesign (10 marks)	<ul style="list-style-type: none"> Draw an idea (redesign) in 2D or 3D Annotate the idea to show materials, parts, features and manufacturing methods you will use Justify in writing your redesign and 	<ul style="list-style-type: none"> Exam prep and revision in class prior to exam Review sketching techniques to communicate ideas – orthographic (plan, front and side views) and isometric Look through your revision packs and theory books on material types, properties and processes Look through your example questions completed in class Use the materials posters and manufacturing processes fact sheets to revise topics Use the id cards from revision packs to review drawing and sketching techniques
		Analysing data, analysing a technical drawing and writing a conclusion.	Activity 3 – Drawing conclusions (12 marks)	<ul style="list-style-type: none"> Review an example technical drawing Analyse information in graphs and tables to explain issues with quality in manufacture Write conclusions to explain how to resolve the issues identified when checking and inspecting engineered products 	<ul style="list-style-type: none"> Exam prep and revision in class prior to exam Use drawing symbols cards for revision on technical drawing standards Look through your example questions completed in class Review quality assurance and quality control checks done for testing and checking accuracy

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GCSE Combined Science	2 papers, 1 hour each	Combination of short answer, extended answer and calculation questions	Cell Biology / osmosis, Bioenergetics, Atomic Chemistry and the periodic table, Atoms and Nuclear radiation, Effect of exercise on the body / Heart disease, Spreading disease, Drugs (medication) and vaccines, Structure and bonding in ionic and covalent compounds Energy transfers, Power Thermal conductors, Density	Recall, percentage change, numeracy skills, evaluating, drawing graphs. Quality of written communication.	CGP GCSE AQA Combined Science Revision guide Educake website Seneca website My GCSE Science youtube channel
GCSE Biology	1 paper of 1 hour and 15 minutes	Combination of short answer, extended answer and calculation questions	Infection and response – diseases, spread of disease, The impacts of poor health on exercise, Blood, circulation and the heart, Medical treatments to poor health, Required practical – Osmosis, food tests, bacterial growth, Particle movement – diffusion, osmosis, active transport,	Analyzing graphical / table data. Numeracy skills, quality of written communication.	CGP GCSE AQA Biology Revision guide Educake website Seneca website My GCSE Science youtube channel
GCSE Chemistry	1 paper of 1 hour and 15 minutes	Combination of short answer, extended answer and calculation questions	Atomic Chemistry and the periodic table, structure and bonding in ionic and covalent compounds, quantitative chemistry, chemical changes.	Analyzing graphical / table data. Numeracy skills, quality of written communication.	CGP GCSE AQA Chemistry Revision guide Educake website Seneca website My GCSE Science youtube channel
GCSE Physics	1 paper of 1 hour and 15 minutes	Combination of short answer, extended answer and calculation questions	Energy, electricity, Particle models of matter, Atomic Structure	Analyzing graphical / table data. Numeracy skills, quality of written communication, rearranging equations.	CGP GCSE AQA Physics Revision guide Educake website Seneca website My GCSE Science youtube channel
GCSE Maths	45mins non calculator 1hr 30 mins calculator	A mix of question styles, from short, single-mark questions	<u>Revision List Set 1</u> Properties of shape Proportion Percentages Venn Diagrams		

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		<p>to multi-step problems. The mathematical demand increases as a student progresses through the paper.</p>	<p>Solving equations Ratio Sequences Standard form Surds Pythagoras Angles Recurring decimals Cumulative Frequency Rounding Tree Diagrams Trigonometry Histograms Using formulae Area Equation of a line Forming quadratics Upper and Lower bounds</p>		
			<p><u>Revision List Set 2 and 3</u> Properties of shape Proportion Percentages Solving equations Ratio Sequences Standard form Surds Pythagoras Angles Recurring decimals Cumulative Frequency Rounding Trigonometry Histograms Using formulae Area Equation of a line Forming quadratics</p>		

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			Upper and Lower bounds <u>Set 4 and 5 revision list</u> Coordinates Indices Fractions, decimals and percentages Substitution Probability Inequalities Angles in polygons Forming and solving equations Sequences Place Value Forming expressions Drawing pie charts Angle rules Best buys Percentage increase and decrease Two way tables Bar charts Factorising Equations of lines		
GCSE Drama		For Drama, the students will be completing the first four questions of their component one devising coursework. They are allowed to take notes into the exam and must aim to complete all of the questions.			

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History	2 Hours	<p>Germany</p> <ul style="list-style-type: none"> • How do the interpretations differ...? (4 Marks) • Why do the interpretations differ...? (4 Marks) • Which interpretation is more convincing about...? (8 marks) • Describe two...? (4 Marks) • In what ways...? (8 Marks) • Which (bullet point is more significant/import ant...? (12 Marks) <p>Cold War in Asia</p> <ul style="list-style-type: none"> • Source A shows...How do you know...? (4 marks) • How useful are the sources about...? (12 marks) • Write an account of....? (8 marks) • “factor was the most important”. How far do you agree...? (16 Marks) 	<p>Germany:</p> <ul style="list-style-type: none"> • Nazi Racial Policy • How did groups oppose Hitler • Hitler’s seizure and consolidation of power • Weimar Republic 1919-1923 <p>Cold War in Asia:</p> <ul style="list-style-type: none"> • Escalation of American involvement in the Vietnam War • Reasons for withdrawal • Korean War – (when teaching focus on other countries involvement) • American and Vietnamese tactics 	<ul style="list-style-type: none"> • Source analysis skills • Contextual knowledge of the Germany and Cold War in Asia courses • Explanation skills • Analysis and judgment skills 	<ul style="list-style-type: none"> • Google Classroom: Teachers have uploaded revision resources, summaries and checklists • www.Kerboodle.com Pupils have access to online textbooks, tests and revision resources for all topics
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