

Assessment Week 1 2020/21: Information for students, parents & carers - YEAR 10

Assessment Week 1 begins on Monday 13th December for Year 10

Subject	Topics to revise	Resources, further information and support
Art	<p><u>Observational Drawing</u> Students will not complete an assessment. Their sketchbooks and development work will be assessed by their class teacher during assessment week. They will be assessed Using the AQA Assessment Objectives: -AO1: Develop ideas through investigation, demonstrating critical understanding of sources -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes -AO3: Record ideas, observations and insights relevant to intentions as work progresses -AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (At this stage in the GCSE this will be looking at how students have created their own artwork in response to the themes studied in the Observational Drawing project with a focus on Jim Dine and Sarah Graham).</p>	<p>http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</p> <p>http://www.bbc.co.uk/education/subjects/z6hs34j</p> <p>http://www.techradar.com/how-to/photography-video-capture/cameras/10-rules-of-photo-composition-and-why-they-work-1320770</p> <p>www.youtube.com/watch?v=M_WhBvXRmUY</p> <p>https://uk.pinterest.com/explore/gcse-art-sketchbook/</p>
Business Studies (BTEC)	<p><u>Component 3</u> <u>Learning Aim A Promotion</u> -Promotional mix - advertising, sales promotion, personal selling, public relations and direct marketing -Types of market - Business to Business (B2B), Business to Customer (B2C) -Market segmentation -Factors influencing choice of promotion <u>Learning Aim B - Financial Records</u> -Financial documents -Payment methods -Revenue and costs</p>	<p>Use your knowledge organiser to revise the promotional mix.</p> <p>A folder of revision materials can be accessed on Google Drive: https://drive.google.com/drive/folders/1ZBMZ0HNB0c7bj-PJqyeDZlcyb13TJwzm?usp=sharing</p>
Construction	<p><u>Unit 1: Safety and Security in Construction</u> Students will complete a past paper for this unit covering the following topics: Safety signs, Fire extinguisher colour codes, Health and Safety legislation and the identification of Hazards, Risks and Control Measures.</p>	<p>Students will be provided with revision materials, practice questions and workbooks</p>
Computing	<p><u>Data Representation</u> Students will answer past paper questions the following topics: Units, Numbers Characters, Images Sound and Compression, and network topologies</p>	<p>Students will be provided with a revision guide, past examination papers and mark schemes.</p>

Drama	<p>Component 3: Theatre Makers in Practice Students will complete section A of the written paper :Section A: Questions based on the set text DNA by Dennis Kelly. Time allowed : 70 Minutes.</p> <p>Component 1: Devising Students will need to present 5 mins of their devised piece. Written answers in their portfolio notebook will also be used to assess understanding.</p>	<p>Students are able to take their book & file home to revise. They have also been provided with a revision textbook to take home.</p> <p>https://www.youtube.com/watch?v=UuYIV8JJ0SA https://www.youtube.com/watch?v=5KwujlgvJjw</p>
English Language	<p>AQA English Language Paper 1. This will include both Sections A and B of the exam. You will read a piece of fiction and consider HOW the writer creates meaning and evaluate the effect and purpose of the writing (WHY). You will then complete a piece of writing and craft your own piece of narrative/descriptive writing.</p>	<p>Work completed in class and your exercise book are your most important revision resources, especially the feedback that you have received from your teacher about how to develop your skills further. You also like to supplement this work with revision materials (below)</p> <p>Mr Bruff.</p> <p>BBC Bitesize</p>
English Literature	<p>AQA English Literature Paper 1: Shakespeare (Romeo and Juliet) Students will complete an extract based question which requires you to closely analyse WHAT is revealed in the extract, HOW this has been expressed and the writer's purpose (WHY). They will also consider the focus of the extract in terms of the wider text and explore how the socio-historical context affects interpretation.</p>	<p>Work completed in class and your exercise book are your most important revision resources, especially the feedback that you have received from your teacher about how to develop your skills further.</p> <p>You will also need to use your prior work to revise the content of the play. You also like to supplement this work with revision materials (below)</p> <p>For sets 1-4 Bitesize for AQA</p> <p>For sets 5 and 6 Edexcel Bitesize</p> <p>Mr Bruff</p>
Food Preparation and Nutrition	<p>Students will complete an assessment based on exemplar exam questions around the following topics:</p> <ul style="list-style-type: none"> - Factors affecting food choice - Food choice and special diets; medical, ethical and moral, religion and beliefs - Sensory evaluation - British and international cuisine - Food provenance; sustainability, food assurance schemes, food production methods and food security 	<p>Students have received revision guides and already produced their own revision resources that can be used for each topic. The following links may also be useful:</p> <p>Factors affecting food choice - BBC Bitesize Factors affecting food choice (religion) - BBC Bitesize Factors affecting food choice: Culture - Food a fact of life Factors affecting food choice (medical) - BBC Bitesize Analysis instructions - Food a fact of life Sensory science - Food a fact of life Food labelling - Food a fact of life Food provenance Fairtrade - BBC Bitesize Food provenance Organic - BBC Bitesize Food provenance Food miles - BBC Bitesize Food provenance Sustainable fishing - BBC Bitesize Food assurance schemes - Food a fact of life Food provenance Production methods - BBC Bitesize Food provenance Farming methods - BBC Bitesize</p>

		GM foods - Food a fact of life Food provenance Food security (1) - BBC Bitesize
French	<p>Students will complete GCSE style assessments in the four skills of listening, speaking, reading and writing.</p> <p>These will cover all of the topics done so far:</p> <ul style="list-style-type: none"> - Self, family & friends - Free-time - Home & local area - Holidays 	<p>Pupils have prepared answers and should revise these for the written exam.</p> <p>https://app.senecalearning.com/classroom/course/a2a73a1c-891a-40e3-9c38-1aafb04acfa8 Work through the relevant topic sections as well as the listening section for those same topics.</p> <p>https://quizlet.com/gb/413940854</p>
Geography	<p><u>AQA Paper 1 Living with the physical environment</u></p> <p><u>The challenge of natural hazards:</u> What is a natural hazard? Plate boundaries, causes, effects and responses of earthquakes (Haiti and Christchurch), planning, predicting and preparing for tectonic hazards, living with tectonic hazards, causes, effects and responses of tropical storms (Hurricane Katrina), monitoring, predicting and reducing the impact of tropical storms, the changing nature of tropical storms, an example of a recent extreme weather event in the UK (Somerset Levels floods) causes, evidence, effects and management of climate change.</p> <p><u>Living world:</u> Characteristics and locations of major biomes, UK ecosystems (freshwater reed bed). Tropical rainforests: characteristics and interdependence of tropical rainforests, adaptations of plants and animals, causes and impacts of deforestation in The Amazon Rainforest, strategies to manage tropical rainforests. Cold environments: Characteristics of cold environments, plant and animal adaptations, opportunities and challenges in Alaska, management strategies in cold environments (Alaska).</p> <p><u>Physical landscapes in the UK (coasts and rivers):</u> Overview of UK physical landscapes, coastal processes, rock type and coastal landforms, characteristics and formation of erosional and depositional landforms (The Holderness Coastline), hard engineering, soft engineering and managed retreat and an example at the Holderness coastline. The long and cross profile of a river, fluvial processes, characteristics and formation of landforms in the upper, middle and lower course of the river, an example of a UK river valley (River Tees), physical and human factors that affect flood risk, hydrographs, hard and soft engineering strategies. An example of a UK flood management scheme (Boscastle)</p>	<p>Challenge of natural hazards revision guide: https://docs.google.com/presentation/d/173WfrMqi8fBX6xBbivbvucXKewTB3K_DoyFr388SvXM/edit?usp=sharing</p> <p>Living world revision guide: https://docs.google.com/presentation/d/1-gnRpUn-QzX_wKc_DJ-tRNq8o1i81ThJd3IPqbLYKp0/edit?usp=sharing</p> <p>Physical landscapes in the UK (coasts and rivers): https://docs.google.com/presentation/d/1AC1Hs-D6TnxsBf4x-GXL-KqLJkCgxuhGmHsfh1XL33Y/edit?usp=sharing</p>

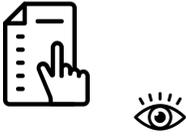
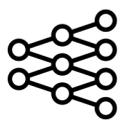
Health and Social Care	Component 3 A1 Factors affecting health and wellbeing -Physical and lifestyle factors that can have a positive or negative effect on health and wellbeing: genetic inheritance, ill health, diet, exercise, substance use and personal hygiene -Social, emotional and cultural factors that can have a positive or negative effect on health and wellbeing: social interactions and relationships, stress and willingness to seek help -Economic factors that can have a positive or negative effect on health and wellbeing: financial resources -Environmental factors that can have a positive or negative effect on health and wellbeing: pollution, noise, housing conditions	Students will be given a revision guide. Revision materials are also available on Google Drive: https://drive.google.com/drive/folders/11ZU78TyE0gwUzIWxlY7hSzKwcc0vc8N?usp=sharing
History	Crime and Punishment, 1000-present Medieval England, early modern England, industrial Britain, modern Britain Crimes, law enforcement, punishment, reasons for change, case studies Questions: time comparison (4 marks), cause (12 marks), balanced argument (16 marks, plus 4 SPaG marks) Whitechapel, c1870-c1900 Housing, immigration, poverty, employment, policing, Ripper murders, improvements Questions: describe features (4 marks), source utility (8 marks), source enquiry (4 marks) Anglo-Saxon and Norman England, c1060-1088 Anglo-Saxon England, the Norman Conquest, Norman England Questions: describe features (4 marks), cause (12 marks), balanced argument (16 marks, plus 4 SPaG marks)	Students will create some revision materials in class which should be taken home to complete and used to test themselves. Their exercise books for these topics are at home and should also be used to create revision materials for testing. https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html https://drive.google.com/drive/folders/1iSOycztf4JkMf9rtmGrpTXiRImXnInH8?usp=sharing
Maths	The topics a student will need to revise depend on the class they are in. The links appropriate for each class are underneath the HegartyMaths link The best way to use HegartyMaths to revise is the following <i>Watch videos</i> <i>Take notes</i> <i>Answer questions</i>	HegartyMaths Hegartymaths.com Revision Lists for use with Hegarty Set 1 and 2 Revision List with Video Clip Numbers Sets 3,4, and 5 Revision List with Video Clip Numbers Set 6 Revision List with Video Clip Numbers

Music	<p>Unit 1: The Music Industry Students will complete a full mock paper</p> <p>Unit 5: Performance Students will record a solo performance</p>	<p>Unit 1: The Music Industry Revision Guide</p> <p>Unit 5: Performance Attend all peripatetic music lessons and complete individual practice weekly. Also record regularly.</p>
Photography	<p>Portraiture Students will not complete an assessment. Their sketchbooks/ digital sketchbooks and personal response to their theme will be assessed by their class teacher during assessment week. They will be assessed Using the AQA Assessment Objectives: -AO1: Develop ideas through investigation, demonstrating critical understanding of sources. -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes. -AO3: Record ideas, observations and insights relevant to intentions as work progresses. -AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</p> <p>www.youtube.com/playlist?list=PLED8698F06B3DAE54</p> <p>http://www.gcsephotography.co.uk/</p> <p>http://www.techradar.com/how-to/photography-video-capture/cameras/10-rules-of-photo-composition-and-why-they-work-1320770</p> <p>http://www.studentartguide.com/articles/photography-sketchbook-ideas</p> <p>https://uk.pinterest.com/explore/photography-sketchbook/</p>
Religious Studies	<p>Theme 1 - Issues of Relationships</p> <ul style="list-style-type: none"> - Marriage - Adultery - Divorce - Roles of men and women - Gender equality <p>Theme 2 - Issues of Life and Death</p> <ul style="list-style-type: none"> -Euthanasia and Christian and Muslim views -Sanctity of life -Non-religious views on the importance of human and animal life; Peter Singer's views on 'speciesism' -Humanist 'Dignity in Dying' Movement <p>Comp 2: Issues of Christianity</p> <p>Beliefs:</p> <ul style="list-style-type: none"> - Creation - Nature of God - Jesus (birth, crucifixion, passion narrative, resurrection, ascension) - Afterlife - Bible - Key figures (Adam, Abraham, Moses, Jesus) <p>Practices</p> <ul style="list-style-type: none"> -Types of worship -Pilgrimage -Church in Community 	<p>Revision guides (already sent home)</p> <p>http://www.nhs.uk/Conditions/Euthanasiaandassistedsuicide/Pages/Introduction.aspx</p> <p>http://www.bbc.co.uk/education/guides/z3fbwmn/revision</p> <p>http://www.bbc.co.uk/ethics/animals/rights/speciesism.shtml</p> <p>http://www.dignityindying.org.uk/about-us/</p> <p>https://humanism.org.uk/campaigns/public-ethical-issues/assisted-dying/</p> <p>https://www.bbc.co.uk/bitesize/guides/zf9g4qt/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zdhmtv4/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/znqck2p/revision/1</p>

	<p>-Church in Britain</p> <p>Comp 3: Issues of a World Faith (Islam)</p> <ul style="list-style-type: none"> - Mohammad - Quran - Prophets 	<p>https://www.bbc.co.uk/bitesize/topics/z78sjhv</p>
<p>Science (Combined)</p>	<p>Full Paper 1:</p> <p>Physics 1</p> <p>Topic 1: Key concepts in physics Topic 2: Forces and motion Topic 3: Conservation of energy Topic 4: Waves Topic 5: Light and the electromagnetic spectrum Topic 6: Radioactivity</p> <p>Biology 1</p> <p>Topic 1: Key concepts in biology Topic 2: Cells and control Topic 3: Genetics Topic 4: Natural selection and genetic modification Topic 5: Health, disease and the development of medicines</p> <p>Chemistry 1</p> <p>Topic 1: Key concepts in chemistry Topic 2: States of matter and mixtures Topic 3: Chemical changes Topic 4: Extracting metals and equilibria</p>	<ol style="list-style-type: none"> 1. Revision guides and workbooks can be bought for a discount through school for CGP combined science; physics, chemistry, biology or separate science (be careful as combined science books will not contain all needed info for separate science) https://www.cgpbooks.co.uk/School/books_gcse_science.books_gcse_science_edexcel_revision 2. Tassomai – students can purchase an individual log in https://www.tassomai.com 3. Revision past paper booklets and past paper question support. Available by asking your teacher or any science staff. These are already printed and ready to go! 4. Gojimo app or online version - free multiple choice quizzes which are exam board specific http://app.gojimo.co/qualifications 5. Ted ED science education videos on YouTube 6. Seneca online science course – notes and explanations of common science concepts. Which are exam board specific https://senecalearning.com/ 7. Fuse school revision videos on YouTube 8. S-cool revision resources - notes and explanations of common science concepts. Not exam board specific https://www.s-cool.co.uk/gcse 9. BBC bitesize – notes, explanations and quizzes of common science concepts. Which are exam board specific https://www.bbc.co.uk/education/subjects/zrkw2hv 10. Grade Gorilla – physics only notes and multiple choice quizzes https://gradegorilla.com/index.php 11. Revision science - notes and explanations of common science concepts. Not exam board specific https://revisionscience.com/ 12. My GCSE science.com – paid set of resources and revision question materials https://www.my-gcsescience.com/ 13. Oak national academy: https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4

		<p>14. Educake - students have a log in as it is used for homework but it can also be used for revision. Students can choose their own areas to revise or complete a quiz based on what they have previously done poorly on. https://www.educake.co.uk</p>
<p>Science (Triple)</p>	<p><u>Full Paper 1:</u> <u>Physics 1</u> Topic 1: Key concepts in physics Topic 2: Forces and motion Topic 3: Conservation of energy Topic 4: Waves Topic 5: Light and the electromagnetic spectrum Topic 6: Radioactivity</p> <p><u>Biology 1</u> Topic 1: Key concepts in biology Topic 2: Cells and control Topic 3: Genetics Topic 4: Natural selection and genetic modification Topic 5: Health, disease and the development of medicines</p> <p><u>Chemistry 1</u> Topic 1: Key concepts in chemistry Topic 2: States of matter and mixtures Topic 3: Chemical changes Topic 4: Extracting metals and equilibria</p>	<p>1. Revision guides and workbooks can be bought for a discount through school for CGP combined science; physics, chemistry, biology or separate science (be careful as combined science books will not contain all needed info for separate science) https://www.cgpbooks.co.uk/School/books_gcse_science.books_gcse_science_edexcel_revision</p> <p>2. Tassomai – students can purchase an individual log in https://www.tassomai.com</p> <p>3. Revision past paper booklets and past paper question support. Available by asking your teacher or any science staff. These are already printed and ready to go!</p> <p>4. Gojimo app or online version - free multiple choice quizzes which are exam board specific http://app.gojimo.co/qualifications</p> <p>5. Ted ED science education videos on YouTube</p> <p>6. Seneca online science course – notes and explanations of common science concepts. Which are exam board specific https://senecalearning.com/</p> <p>7. Fuse school revision videos on YouTube</p> <p>8. S-cool revision resources - notes and explanations of common science concepts. Not exam board specific https://www.s-cool.co.uk/gcse</p> <p>9. BBC bitesize – notes, explanations and quizzes of common science concepts. Which are exam board specific https://www.bbc.co.uk/education/subjects/zrkw2hv</p> <p>10. Grade Gorilla – physics only notes and multiple choice quizzes https://gradegorilla.com/index.php</p> <p>11. Revision science - notes and explanations of common science concepts. Not exam board specific https://revisionscience.com/</p> <p>12. My GCSE science.com – paid set of resources and revision question materials https://www.my-gcsescience.com/</p> <p>13. Oak national academy: https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4</p> <p>14. Educake - students have a log in as it is used for homework but it can also be used for revision. Students can choose their own areas to revise or complete a quiz based on what they have previously done poorly on. https://www.educake.co.uk</p>

Sport Science	<p>Students will be given an assignment to complete which covers the following areas;</p> <p>The long term effects of exercise on the body</p> <ul style="list-style-type: none"> - How the muscles change in size and strength with training and how this will improve sports performance. - Explain how our resting pulse rate will change with training - Explain how training heart rate will change with training. - Training zones. - Explain WHY these changes to training heart rate occur, what changes have happened in the body through the training and how this will improve sports performance. - Changes that will occur in heart rate recovery. - Changes in flexibility through training - Changes in muscles recovery - Lung Capacity 	Use of Knowledge Organiser and powerpoints shared on google classroom.
Sport Studies	<p>Students will be assessed on their knowledge of Unit R053 (sports leadership) and R056 (developing skills in outdoor activities).</p> <p>The exam will cover</p> <ul style="list-style-type: none"> - Skill classification - Types of practice - Ways of measuring and improving performance - Types of outdoor activity - Skills and qualities developed in outdoor and adventurous activities. 	Use of Knowledge Organiser and powerpoints shared on google classroom.
Travel and Tourism	<p><u>Unit 1 - The UK and Travel and Tourism Sector</u></p> <p><u>Learning Aim A</u></p> <ul style="list-style-type: none"> -Types of tourism (domestic, inbound, outbound) -Types of travel (leisure, business, specialist) -Principles of sustainable tourism (protect the environment and culture for the future, generate employment for local people) -Benefits of sustainable tourism (environmental protection, reduced energy consumption, reduced waste, links with local communities, competitive edge, cost savings) -The importance of travel and tourism to the UK economy (employment, GDP, the multiplier effect, infrastructure development) <p><u>Learning Aim B</u></p> <p>Tour operators. Travel agents, online travel services, passenger transport, accommodation, visitor attractions, arts and entertainment.</p>	<p>Use your knowledge organiser to revise Learning Aim A.</p> <p>This is a link to the revision guide: https://docs.google.com/document/d/1sCLktsnOCpYRG61aEK9gd1gjmEXbOGLR6XlujAqRDzA/edit?usp=sharing</p>

	<p>Flash Cards</p>	<ul style="list-style-type: none"> ● On one side of the card, write a key term or question. ● On the other side of the card, answer that question or write a definition for the term. ● Try to complete the answer/definition on the front before checking the answer on the back.
	<p>Mapping from memory.</p>	<ul style="list-style-type: none"> ● Write down everything you know about a particular topic. ● Try to organise and link your ideas together in a concept map. ● Do this without looking at your notes. ● You could give yourself a few headings to get going. ● Review your notes and add missing information.
	<p>Cornell note taking</p>	<ul style="list-style-type: none"> ● Rule a line straight down your page, about 6-7 cm in from the left hand side. ● Write any lesson notes on the right hand side. ● Create questions on the left hand side based on your notes. ● Cover up your notes side with a piece of paper and try to answer the questions you wrote.
	<p>Look, cover, write, check</p>	<ul style="list-style-type: none"> ● Look at a small section that you are trying to learn (read it over and over in your head.) ● Cover one side you have been reading. ● Write as much as you can remember of the whole section without looking back. ● Check with a green pen to ensure 100% accuracy of spellings and content.
	<p>Inside outside circle</p>	<ul style="list-style-type: none"> ● Each student creates a question (plus answer). ● Class forms 2 concentric circles. ● Students face each other to ask a question and answer a question. ● Outside rotates, inside stays still.
	<p>Elaboration</p>	<ul style="list-style-type: none"> ● Make a list of the ideas you need to learn for your assessment. ● Go down the list and ask yourself questions. ● Next look for the answers to your questions. ● Elaborate then start to make connections between different ideas. ● Keep practising until you can elaborate without looking at your subject materials.
	<p>Condensing</p>	<ul style="list-style-type: none"> ● Simplify your notes: from your exercise book or a revision guide. ● Fold the sheet in half and condense your simplified notes. ● Fold again and simplify down further to key words, headings etc. ● Pick out a single heading and subheading for the final condensing fold.
	<p>Expanding</p>	<ul style="list-style-type: none"> ● Pick out a single heading and subheading and write this in the centre of a sheet of paper. ● In the next circle expand on the initial idea/topic. ● Continue in each circle to add more detail and make connections.