

14<sup>th</sup> February 2025

Dear Parent/Carer,

**RE: Re: Year 10 mock exams and revision**

### **Pizza Challenge Card**

Mr Wright has launched Year 10 revision by using assembly time to outline how to undertake revision to ensure success in the mock exams. During this assembly, a number of different strategies were presented. In order to help students engage independently with these revision techniques they have been provided with a pizza challenge card. The idea is for students to complete the range of revision activities outlined on the card in the buildup to their mock exams. Once students have completed an activity they should show it to their subject teacher, who will sign the card to confirm it has been completed to a good standard. Once students have completed all revision activities listed on the card and collected all signatures required, they can submit it to their form tutor in return for an invitation to a Domino's pizza lunch. The hope is that this initiative will further incentivise students to undertake independent, comprehensive and meaningful revision so that they are thoroughly prepared by the time their mock exams commence.

### **When are the mocks?**

Your child will receive a timetable, but they are between Wednesday 19<sup>th</sup> March and Wednesday 26<sup>th</sup> March.

### **What to revise**

To support your child's revision in the run up to the Year 10 mocks, we asked subjects to list the topics that will be covered in the exam.

Please find listed below the content of the mocks so that students can focus their revision. This list will hopefully also help you to support your child.

Kind regards

Ellie Colton  
Deputy Headteacher

English Language	<b>AQA Paper 1</b> -reading a single fiction text -analysing language use -analysing structure -evaluating a text -writing a description or narrative
English Literature	-An Inspector Calls Characters, theme, writer's message, learning key quotations -Unseen poetry How do you approach the unseen poem?
Maths (Higher)	Fractions inc. Arithmetic and improper Recurring decimals to fractions Compound measures Best buys Percentages inc. Percentage change, compound interest Indices Surds Standard form Ratio Proportion Substitution into formulas inc. SUVAT equations Rearranging harder formulae inc. subject appears twice Expanding triple brackets Solving Quadratics inc. Factorising use of quadratic formula, complete the square Sequences n'th term inc. Quadratic Simultaneous equations Algebraic fractions Speed, distance, time graphs Transformations Proportionality Completing the square line Angles inc. Parallel lines and regular polygons Calculating the gradient Equations of a line inc. perpendicular Volume of a prism Circle theorems Loci Circles (inc. area of a sector and segment) Pythagoras Finding the mean average
Maths (Foundation)	Types of number e.g square, cube, prime etc Factors and multiples inc. Finding the LCM Order of operations ie BIDMAS Plotting co-ordinates Fractions inc. arithmetic Percentages inc. compound interest Decimals inc. arithmetic Ration inc. sharing Indices Negative numbers Compound measures Standard Form

	Proportionality inc. inverse Best buys Forming and simplifying expressions Forming and solving equations Simultaneous equations Solving quadratics e.g factorising Changing the subject of a formula Equation of a line Calculating the gradient Sequences Substitutions into formulae Converting between metric units Angles inc. Parallel lines and regular polygons Areas and perimeter inc. Trapezium Volume of a prism Plans and elevations of 3D shapes Circles inc. Area Transformations inc. enlargements Construction inc. loci Pythagoras Finding the mean from grouped data
Physics	Energy Electricity Particle Model of Matter Atomic Structure <u>Skills</u> Can you calculate a mean? Do you know the prefixes?  Can you find the uncertainty of a range of numbers?  Can you plot a graph? Can you use standard form?  Can you draw a line of best fit? Can you calculate a gradient?
Biology (Separate Science)	Cells Organisation Infection and Response Bioenergetics
Chemistry (Separate Science)	Periodic Table and Atomic Structure Structure and Bonding Chemical Analysis Chemical Changes
Combined Science	<b>Biology:</b> Cell Biology, Organisation, Infection and response, Bioenergetics  <b>Chemistry:</b> Atomic structure and the periodic table, Structure and Bonding  <b>Physics:</b> Energy, Waves (only the Waves work from Year 9)
History	Crime and Punishment, c.1250 to present <ol style="list-style-type: none"> <li>Medieval Britain c.1250–c.1500             <ul style="list-style-type: none"> <li>The key features of medieval Britain: an overview</li> <li>Crimes and criminals in medieval Britain</li> <li>Enforcing law and order including policing and different types of court</li> <li>Punishing offenders: capital punishment, fines, whipping, public humiliation and imprisonment</li> </ul> </li> </ol>

	<p>2. Early Modern Britain c.1500–c.1750 Major religious, political and social changes: an overview The changing nature of crime including vagrancy, moral crime and witchcraft Enforcing law and order including secular and church courts and the roles of different law enforcers Changes in punishment including the introduction of the ‘Bloody Code’</p> <p>3. Industrial Britain, c.1750–c.1900 The enlightenment, urbanisation and political change: an overview Crimes and criminals in industrial Britain including the increase in crime in the first half of the nineteenth century The introduction and development of the police force Changes in punishment including the growth of prisons, transportation to Australia and prison reform</p> <p>4. Britain since c.1900 Major technological, social and political changes: an overview Changes in the crime rate and in types of crime Changes in law enforcement including the use of new technology Chan</p>
Geography	<p><b>Section A: The Challenge of Natural Hazards</b></p> <ol style="list-style-type: none"> <li>1. What is the concept of natural hazards?</li> <li>2. Describe plate theory, structure distributions, and boundaries of tectonic hazards.</li> <li>3. Describe types of plate margin and convection currents.</li> <li>4. AC Earthquakes (<b>Japan</b>).</li> <li>5. LIDC Earthquakes (<b>Nepal</b>).</li> <li>6. Management of hazards.</li> <li>7. Explain the Global Atmospheric Circulation Model.</li> <li>8. Explain the distribution, causes and structure of tropical storms.</li> <li>9. What are the primary and secondary effects of tropical storms? (<b>Typhoon Haiyan</b>)</li> <li>10. Extreme weather in the UK. (<b>The Beast from the East</b>)</li> <li>11. What are the causes of climate change? (Regional. National. Global.)</li> <li>12. Managing climate change?</li> </ol> <p><b>Section A: Urban Issues and Challenges</b></p> <ol style="list-style-type: none"> <li>1. Population growth.</li> <li>2. What factors affect population rate?</li> <li>3. Urban Growth Case Study: (<b>Rio De Janeiro</b>) <ul style="list-style-type: none"> <li>• the location and importance of the city, regionally, nationally and internationally</li> <li>• how urban growth has created opportunities and challenges</li> <li>• how urban planning is improving the quality of life for the poor</li> </ul> </li> <li>4. UK population</li> <li>5. Population of a UK city: (<b>Bristol or London</b>) <ul style="list-style-type: none"> <li>• the location and importance of the city in the UK and the wider world</li> <li>• how urban change has created opportunities and challenges</li> </ul> </li> <li>6. Urban Change in the UK: Urban regeneration</li> <li>7. Sustainable urban development (<b>Bedzed</b>)</li> </ol>
RPE	You will need to complete the 5 questions for Beliefs AND Practices.

	<p>The questions could be on anything in the two sections.</p> <p><b>Christianity: Beliefs</b>  The Nature of God, God as Omnipotent, Loving and Just, The Oneness of God and the Trinity, Different beliefs about Creation, The Incarnation and Jesus, the Crucifixion, The Resurrection and Ascension, Life after Death, Heaven and Hell, Sin and Salvation, The Role of Christ in Salvation</p> <p><b>Christianity: Practices</b>  Worship, Prayer, Baptism (sacrament), Holy Communion (sacrament), Pilgrimage, Festivals, The Role of the Church in Local Communities: food banks/street pastors, The Place of Mission and Evangelism, Church Growth, The Importance of the World- Wide Church, Christian Persecution, The Church's Response to World Poverty.</p>
Psychology	<p><b>Memory</b>  Encoding and storage, episodic/semantic/procedural, multi-store model of memory, Murdock's serial position curve, Bartlett's War of the Ghosts study, theory of reconstructive memory, interference/context/false memories</p> <p><b>Research Methods</b>  Independent/dependent variables, null/alternate hypothesis, extraneous variables, sampling, designing research, knowledge of questionnaires/interviews/case study/observation studies/standardised procedures, reliability/validity, ethical issues, correlations, data, Maths.</p> <p><b>Perception</b>  Sensation/perception, binocular/monocular depth cues, Gibson's direct theory of perception, motion parallax, explanations for visual illusions, Gregory's constructivist theory of perception, Bruner &amp; Minturn's study of perceptual set, Gilchrist and Nesberg's study of motivation, factors affecting perception</p>
Sociology	<p><b>Cultural Transmission</b> – this includes the key sociological terms such as culture; norms; values; roles; status; identity; and sanctions. It also includes debates over how we gain an identity; such as the nature/nurture debate; examples of feral children; and cultural diversity. Students also need to understand the process of socialisation through the agents of socialisation such as the family; education; media; and peer groups.</p> <p><b>Families</b> - This includes family diversity; changes to the family, such as divorce, marriage and singlehood; changing roles within the family such as the symmetrical family and the new man; theories on the family such as Functionalism, Marxism, Feminism and New Right; and criticisms of the family such as the dark-side of the family.</p> <p><b>Education</b> – This includes types of school; education policy; social class and achievement; gender and achievement; ethnicity and achievement; pupil subcultures and labelling.</p>
French	<p>There will be a LISTENING, READING and WRITING exam</p> <p>The writing exam will be based on topic/a topic you have already studied. You will know the topic in advance, but not the exact question.</p>

	<p>The READING and LISTENING exams will be full GCSE papers which contain topics you have studied and topics you have not studied yet. The idea therefore is to give you experience of most of the GCSE exam.</p> <p>Topics are:</p> <p><b>Leisure</b> (from half term 1), <b>Family</b> (from half term 2), <b>School</b> (from half term 3) and <b>Health</b> (from half term 4)</p>
Spanish	<p>There will be a LISTENING, READING and WRITING exam</p> <p>The writing exam will be based on topic/a topic you have already studied. You will know the topic in advance, but not the exact question. The READING and LISTENING exams will be full GCSE papers which contain topics you have studied and topics you have not studied yet. The idea therefore is to give you experience of most of the GCSE exam.</p> <p>Topics are:</p> <p><b>Leisure</b> (from half term 1), <b>Holidays</b> (from half term 2), <b>Family and Friends</b> (from half term 3) and <b>Health</b> (from half term 4)</p>
German	<p>There will be a LISTENING, READING and WRITING exam</p> <p>The writing exam will be based on topic/a topic you have already studied. You will know the topic in advance, but not the exact question. The READING and LISTENING exams will be full GCSE papers which contain topics you have studied and topics you have not studied yet. The idea therefore is to give you experience of most of the GCSE exam.</p> <p>Topics are:</p> <p><b>School</b> (from half term 1), <b>Leisure</b> (from half term 2), <b>Family and Festivals</b> (from half term 3) and <b>Health</b> (from half term 4)</p>
Business	<p><b><u>THEME 1</u></b> <b><u>A CALCULATOR must be bought to the exam</u></b></p> <p><b>1.1 Enterprise and entrepreneurship:</b>  Adding value  Risks and rewards</p> <p><b>1.2 Spotting a business idea:</b>  Customer needs  Types or market research  Competition</p> <p><b>1.3 Putting a business idea into practice:</b>  Aims and objectives  Revenues, costs, profits, break even, margin of safety - formulae need to be learnt (not provided in the exam)  Cash flow  Sources of finance and advantages and disadvantages</p> <p><b>1.4 Making the business effective:</b>  Types of ownership and advantages and disadvantages  Franchise and advantages and disadvantages  Impact of technology (e-commerce, social media)</p>

	<p>Location Business plans</p>
Computing	<p>Topic 2.1 Algorithms Have an understanding of</p> <ul style="list-style-type: none"> <li>• Computational thinking, Abstraction and decomposition.</li> <li>• Searching Algorithms – Linear and Binary</li> <li>• Sorting Algorithms – Bubble, Insertion and merge sort algorithms</li> <li>• Flowcharts</li> </ul> <p>Topic 2.2 Programming Concepts</p> <ul style="list-style-type: none"> <li>• Understand the difference between a constant and a variable</li> <li>• Able to use the 3 basic programming concepts, Sequence , Selection and Iteration to write simple programs to solve a problem.</li> <li>• Understand the difference between a function and procedure</li> <li>• Benefits of sub programs</li> <li>• Understand the Comparison and arithmetic operators including MOD and DIV</li> </ul>
Child Development	<p><b>1. Child development</b> 1.1 Aspects of holistic development 1.1.1 Physical 1.1.2 Cognitive 1.1.3 Communication and language 1.1.4 Social and emotional</p> <p><b>2. Factors that influence the child’s development</b> 2.1 Nature and nurture theories 2.2 Biological and environmental factors 2.3 Effects of biological and environmental factors 2.4 Transitions 2.4.1 Types of transition 2.4.2 The impact of transitions on the child’s development 2.5 Support strategies</p> <p><b>3. Care routines, play and activities to support the child</b> 3.1 Basic care needs 3.2 Basic care routines and play activities to support the child’s development 3.2.1 Basic care routines 3.2.2 Play activities 3.3 The role of the early years practitioner during play activities</p>
Resistant Materials/Graphics	<p><b>Key revision topics for DT (Resistant materials &amp; Graphics students):</b></p> <ol style="list-style-type: none"> <li>1. Review key material areas learnt about in your subject area. This will include Plastics / Woods / Metals / Cards &amp; Papers. Remind yourself of named types, their key properties and uses of these materials for products.</li> <li>2. Inputs &amp; Outputs</li> <li>3. Common maths related questions for example areas &amp; percentages</li> <li>4. Stock forms of materials</li> <li>5. Surface finish treatments. Choose 1 from: Dip Coating; Painting; Printing; Vinyl Decals. Be able to explain the process using technical language</li> <li>6. Environmental issues of raw material sourcing</li> <li>7. Drawing techniques including Orthographic</li> <li>8. Tolerance and Quality Control</li> </ol>

	Topics which have not been covered in lessons will be covered by your classroom <b>teacher in the run up to exams.</b>
Food Preparation	<p>Macro and micro nutrients</p> <p>Function of nutrients</p> <p>Function of ingredients</p> <p>HBV and LBV proteins</p> <p>Methods of cooking include radiation, conduction, convection etc..</p> <p>Caramelisation</p> <p>Raising agents</p> <p>Food safety</p> <p>Food poisoning bacteria and causes of food poisoning</p> <p>Temperatures</p> <p>Genetically modified foods</p> <p>Organic farming</p> <p>Food security</p> <p>Food labelling</p> <p>Why is food cooked?</p>
Music	<p>Students will be tested on everything they have done from their anthologies.</p> <p>Moving forward their Performance mock exam is in the week of 9<sup>th</sup> June and they will need to perform both a solo and a group piece.</p>
Drama	This will be a practical mock in lessons.