

Year 10 Revision Guide

Below contains a list of subjects and topics which need to be revised for the upcoming end of year 10 examinations. In addition to the topic list are examples of where useful revision resources can be found to support the process of preparing for the exams.

Arabic

Native

الدروس المطلوبة في الاختبار النهائي لمادة اللغة العربية

الصفحة	عنوان الدرس
309	قصيدة شيخ العرب
316	ضمائر الرفع والنصب
365	الطبيعة مدرسة دائمة
383	التقديم والتأخير

Non-Native

Foundation Level

End-of- year exam covers the following topics:

1	Where do You Live?	1- أين تَسْكُن؟
2	Jobs and Careers	2- المهن والأعمال
3	My CV	3- السيرة الذاتية
4	Get Well Soon	4- سلامتُك
5	Buying Gifts and Complaints	5- الهدايا

Advanced Level

1	Going to University	1- الذهاب إلى الجامعة
2	Home, Sweet Home	2- البيت السعيد
3	Types of houses	3- أنواع البيوت
4	Description of Houses and Gardens	4- البيوت والحدائق
5	Neighbours	5- الجيران
6	Shopping Centre	6- مركز التسوق

Students are advised to revise from the copybooks.

Islamic Studies

Native:

الدروس الآتية من الكتاب المدرسي الجزء الثاني :

1. العقّة ص (26-33).
2. أحكام الزّواج ص (34-43).
3. موسى نبيّ الله ص (54-61).
4. جهودُ العلماءِ في حفظِ السُّنّةِ ص (62-67).
5. الإيمانُ بالغيبِ ص (68-75).
6. الجهادُ في سبيلِ الله (2) ص (114-123).

Non - Native:

Chapters included:

1. The Rules of Fasting.
2. Mubtilat us Siyam.
3. Surat ul Hujurat, Lesson: 1,2,3,&4.

Business Studies

Year 10s will be tested on the three units they have studied this year: The Business Environment; Human Resources; and Marketing. Within these units, students may be tested on any of the topics they have studied and should therefore revise everything they have learnt this year.

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
The Business Environment	Exercise books, textbooks, BBC GCSE Bitesize website
Human Resources	Exercise books, textbooks, BBC GCSE Bitesize website
Marketing	Exercise books, textbooks, BBC GCSE Bitesize website

A01 – knowledge – being able to state, define, name.

A02 – application – being able to apply to a case study, give examples.

A03 – analysis – being able to explain/ discuss/ describe advantages, benefits, using BLT

A04 – evaluation – being able to explain/discuss/ contrast/ conclude disadvantages, drawbacks, using BLT + however

Students are advised to use past exam papers from www.edexcel.com as a revision tool, papers, mark schemes and examiner reports are useful.

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
What is business activity	Textbook – pearsons edexcel international GCSE Business studies, student notes, exam papers www.edexcel.com www.businesstudiesonline.com www.tutor2u.com
Business objectives	Textbook, student notes, exam papers www.edexcel.com www.businesstudiesonline.com www.tutor2u.com
Sole trader, partnerships, franchises, limited liability companies	Textbook, student notes, exam papers www.edexcel.com www.businesstudiesonline.com www.tutor2u.com
Factors influencing the choice of organisation	Textbook, student notes, exam papers www.edexcel.com www.businesstudiesonline.com www.tutor2u.com
Factors of production	Textbook, student notes, exam papers www.edexcel.com www.businesstudiesonline.com www.tutor2u.com
Primary, secondary, tertiary sectors	Textbook, student notes, exam papers www.edexcel.com www.businesstudiesonline.com www.tutor2u.com
Business location	Textbook, student notes, exam papers www.edexcel.com www.businesstudiesonline.com www.tutor2u.com
Government influence on business – economic and regional policy, legislation and other controls	Textbook, student notes, exam papers www.edexcel.com www.businesstudiesonline.com www.tutor2u.com
International trade and exchange rates	Textbook, student notes, exam papers

	www.edxcel.com www.busesstudiesonline.com www.tutor2u.com
External influences	Textbook, student notes, exam papers www.edxcel.com www.busesstudiesonline.com www.tutor2u.com
Judging success	Textbook, student notes, exam papers www.edxcel.com www.busesstudiesonline.com www.tutor2u.com
Markets and role of marketing	Textbook, student notes, exam papers www.edxcel.com www.busesstudiesonline.com www.tutor2u.com
Market segmentation	Textbook, student notes, exam papers www.edxcel.com www.busesstudiesonline.com www.tutor2u.com
The marketing mix – price, product, place, promotion	Textbook, student notes, exam papers www.edxcel.com www.busesstudiesonline.com www.tutor2u.com
Market research	Textbook, student notes, exam papers www.edxcel.com www.busesstudiesonline.com www.tutor2u.com
Internal organisation	Textbook, student notes, exam papers www.edxcel.com www.busesstudiesonline.com www.tutor2u.com
Departmental functions	Textbook, student notes, exam papers www.edxcel.com www.busesstudiesonline.com www.tutor2u.com
Communication in business	Textbook, student notes, exam papers www.edxcel.com www.busesstudiesonline.com www.tutor2u.com
Recruitment and selection	Textbook, student notes, exam papers www.edxcel.com www.busesstudiesonline.com www.tutor2u.com
Legislation	Textbook, student notes, exam papers www.edxcel.com www.busesstudiesonline.com www.tutor2u.com

Training	Textbook, student notes, exam papers www.edxcel.com www.businessstudiesonline.com www.tutor2u.com
Motivation at work	Textbook, student notes, exam papers www.edxcel.com www.businessstudiesonline.com www.tutor2u.com
Financial and non-financial rewards	Textbook, student notes, exam papers www.edxcel.com www.businessstudiesonline.com www.tutor2u.com

Economics

Unit 1 The Market system and Unit 2 Business Economics and some chapters from unit 3 have been covered during term 1 and 2.

The students have access to all resources on the class Edmodo account.

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
Unit 1 The Market system	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
The demand curve	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Factors that affect demand	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
The supply curve	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Factors that affect supply	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Market equilibrium	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com

	www.tutor2u.com
Price elasticity of demand	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Price elasticity of supply	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Income elasticity	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Applications of elasticity	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Resolving scarcity	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
The mixed economy	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
The division of labour	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Interference in the labour market	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Unit 2: The factors of production and productivity	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Sectors of the economy	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Production costs and revenue	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Economies and diseconomies of scale	Textbook, student notes, exam papers www.edmodo.com

	www.edxcel.com www.tutor2u.com
Productivity and wealth creation	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Externalities: costs and benefits	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Competitive markets	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Advantages and disadvantages of large and small firms	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
The growth of firms	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Monopoly	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Oligopoly	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Public and private sectors	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Government regulation	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Privatisation	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Unit 3: Macroeconomic objectives	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Economic Growth	Textbook, student notes, exam papers

	www.edmodo.com www.edxcel.com www.tutor2u.com
Inflation	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Consequences of inflation	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com
Unemployment	Textbook, student notes, exam papers www.edmodo.com www.edxcel.com www.tutor2u.com

Drama

Students in Year 10 GCSE Drama will complete a written examination for Component 3: Theatre Makers in Practice, which is worth 40% of the qualification and out of 60 marks. The written examination will be 1 hour and 30 minutes and consist of the following:

Section A: Bringing Text to Life (45 marks)

This section consists of one question broken into six parts (short and extended responses) based on an unseen extract from the play An Inspector Calls.

Students will need to go through their practical notes on how they approached the text from the perspective of a performer, designer and director and revise the knowledge they have developed and learnt based around the play.

Section B: Live Theatre Evaluation (15 marks)

This section consists of two questions requiring students to analyse and evaluate a live theatre performance they have seen.

Students will use the theatre evaluation notes (maximum 500 words) they have written in class to support them with the written examination.

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
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Read An Inspector Calls notes written on annotated script (This script will not be allowed in the examination) Use notes and resources given to revise how sections of text were approached from performer, designer and director.	Script: An Inspector Calls Drama Book - Notes BBC - GCSE Bitesize - An Inspector Calls
Read Live Evaluation Notes.	Theatre Evaluation Notes
Component 3: Section A and B Revision	Text Book: Edexcel GCSE (9-1) Drama Book
Revise key Drama Terminology: Performance Conventions	BBC Bitesize - GCSE Drama www.bbc.co.uk/bitesize/gcse/drama/

Food Technology

Students are required to revise all work covered this year. The Exam will be 1 ½ hours long. The exam paper must be answered using black pen. Section A and Section B must be answered in full. In Section C you will be required to answer either question (a) or (b).

Units of work or topics covered that need to be revised include:	Resources that will help with this revision
Nutrients: Macro and micro nutrients The sources and function of: <ul style="list-style-type: none"> • Proteins (high and low biological values) • Carbohydrates (monosaccharides, disaccharides and polysaccharides) • Fats • Vitamins A,C,D,E,K and B group- thiamin riboflavin, nicotinic acid and cobalamin • Mineral elements (calcium, iron, phosphorous, sodium, fluoride, chloride and iodide) • Water Sources and use of food energy Sourced and function of non-starch polysaccharides (NSP) fibre The health risk associated with a diet high in fat, salt and sugar	You class notes and scanned textbook. https://www.nutrition.org.uk
The function and recipes required to make pastry – shortcrust and flaky pastry The different methods of cake making Melting Rubbing in Creaming Whisking	Class notes and textbook
Milk and milk products	Class notes and textbook

Butter and fats – types and safe storage. The effect of heat on cheese	
Food science Understand the following terms: <ul style="list-style-type: none"> • Gelatinisation • Maillard Reaction • Enzymic browning • Caramelisation • Dextrinization 	Class notes
Special diets and changes in dietary needs throughout different life stages Revise convalescents and athletes	https://www.nutrition.org.uk
The meaning of the Eatwell Guide and 5 a day.	Class notes
The function and nutritive value of eggs in cookery.	Class notes and textbook.
Food safety and hygiene focusing on ways to avoid cross contamination .	Class notes

DT – Graphics

Students should focus on the practical knowledge and theory content from the main project in Year 10. The printing and manufacturing processes used for packaging and the properties of the materials used to manufacture a product. Plus the theory homework sections covered so far, basic drawing skills and CAD CAM.

List of content to be covered

(Fill in the table with a simple list, please add rows if necessary).

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
Materials properties	Lonsdale Essentials text book (the black book)
Printing processes	www.technologystudent.com
Finishing techniques	www.design-technology.info
Scale of production	BBC bitesize
Tools and equipment	EDEXCEL D&T text book (the yellow book)
Vacuum forming	
3D hand modelling	
Sustainability, social and moral impact	
Batch production – jigs, moulds and formers	
Isometric drawing	
CAD CAM	

DT – Resistant Materials

Students should focus on the practical knowledge and theory content from the main projects in Year 10. The Mobile Phone Holder Project, the Tea Light Holder Project and the Dice Mover Project. Also, Pupils should concentrate on the theory homework sections covered so to date. Pupils will also be required to improve their sketching ability by Practicing as much as possible at home.

Units of Work or topics covered that need to be revised include:	<u>Resources that will help with this revision</u>
Materials Properties	EDEXCEL D&T Textbook
Joining of various Materials	Lonsdale Essential Textbook
Finishes	www.technologystudent.com
Scale of Production	www.design-technology.info
Tools of Equipment	www.bbcbitesize.com
Forge	Sketching – Self Practice using Isometric Grid
Parts of the Wood Turning Lathe	Paper
Sketching and Isometric Drawing	Pupils own DT Exercise Book
Metals, Woods, Plastics	

Textiles

Each GCSE Textiles student has a textbook from which they can research the information listed below and make revision notes. They will be provided with guidance about the design question within their lessons.

- **All fibres and fabrics:**

- Natural: all animal and plant fibres
- Synthetic: all synthetic and regenerated fibres

You will need to know the properties, advantages and disadvantages and reasons for use (use your card notes made in term 1)

- **Construction of fibres** in to yarns and fabric weaves (plain / twill / knits) – properties and strengths and grain lines / bias cutting
- **Biological and chemical finishes** to fabrics (calendaring, bostoning)
- **Methods of dyeing fabric** and methods of **applying colour** (batik, screen printing, silk painting, tie and dye)
- **Fastenings** (Velcro / hook and eye / zips / button and button holes)
- **Methods of construction**
 - decorative techniques, e.g. quilting, top stitching, applique, embroidery
 - garment construction – seam neatening, sleeves,
- **Pattern markings**
- **Equipment** and their uses
- **Reduce, reuse and recycle**
- **CAD / CAM methods** and uses in industry, uses in pattern making, grading and lay planning,

- **Production methods** (Mass, batch, one off)

English

Subject	English ESL, English Language A and English Literature
Year Group	Year 10 and 11

***ESL:** Students need to study from the English ESL class book that they have access to. This text book takes students through the key reading and writing questions. The listening exam can be worked on by downloading the recordings onto a memory stick from your teacher and printing off the papers at home or at school. Teachers have also given out revision tasks with a variety of quick reading and writing tasks that can be completed at home and brought back to school for marking. Revision for English should be short and frequent sessions of one hour unless students are completing the 2 hour timed papers.*

***English Language:** Students have their IGCSE Language Anthology texts to study by making a revision sheet for each of these short texts. They have been given templates and are expected to fill these in at home or make their own revision sheet. As well as this, students have been given papers to complete and bring back to their class teacher and a list of reading and writing questions. It is vital that they sit down and complete these timed pieces of reading and writing.*

***English Literature:** Students now have their own purchased copy of *Of Mice and Men* by John Steinbeck and *An Inspector Calls* by J.B Priestley which are the two texts they will write about in their exam. Students should have annotated and labelled up these texts with key quotation and ideas and some have gone as far as making little personalised revision booklets on key characters and themes. Most students should have this main part of their revision done for their core texts and will be working on examination essays from their teachers. Quotations must be learnt from these two texts as it is a challenging closed book examination. For the poetry section, students will be in the process of writing revision notes on each of the poems from section C from their IGCSE anthology and some will have moved on to writing timed essays on pairs of poems.*

Drop in sessions will run on Tuesday's for Mrs Smith's group and Wednesday for Mrs Henderson, Ms Greaney, and Miss Cox.

List of content to be covered

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
ESL Writing reports, summaries, emails and letters	<ul style="list-style-type: none"> • Revision booklet from school, papers handed out at school, and text book used in school which can also be found at: http://www.amazon.com/English-Language-Student-Edexcel-International/dp/0435158953/ref=sr_1_3?s=books&ie=UTF8&qid=1429513559&sr=1-3&keywords=English+as+a+second+language+Edexcel
ESL Reading Comprehension	<ul style="list-style-type: none"> • Past papers can be found at: http://www.igcse2009.com/igcse-english/edexcel-english-2nd-language-pastpapers/
English Language unseen texts	<ul style="list-style-type: none"> • Past Papers can be found at: http://www.igcse2009.com/igcse-english/edexcel-english-language-a-pastpapers/
English Language Anthology response	<ul style="list-style-type: none"> • All students have an annotated anthology they have been given at school • Revision templates or booklets for each text.
English Language Writing to inform, explain, describe	<ul style="list-style-type: none"> • Past paper timed essays
English Language Writing to argue, persuade, advise	<ul style="list-style-type: none"> • Past paper timed essays
English Literature Of Mice and Men	<ul style="list-style-type: none"> • Every student should have their own annotated text and study guides can be found at: http://www.amazon.co.uk/GCSE-English-Text-Guide-Mice/dp/1841461148 • Past paper timed plans or/and essays • Character and thematic revision pages
English Literature An Inspector Calls	<ul style="list-style-type: none"> • Every student should have their own annotated text and study guides can be found at: http://www.amazon.co.uk/GCSE-English-Text-Guide-Inspector/dp/1841461156/ref=pd_sim_b_1?ie=UTF8&refRID=OK3XDG73F2Z40TY090 • Past paper timed plans or/and essays • Character and thematic revision pages

English Literature Unseen poetry and prose	<ul style="list-style-type: none"> • Past papers timed plans or/and essays • Annotation of unfamiliar poems
English Literature Anthology response to two poems	<ul style="list-style-type: none"> • Past papers timed plans or/and essays • Revision sheets for each poem from section C from the Edexcel IGCSE Anthology (all students have this text)

Geography

Everything from the start of the year until the week before the end of year exams. Your teacher will be providing you with a more detailed list of what to revise.

Study each of the relevant chapters in the textbook **Geographical Foundations**. A much more detailed revision list will be provided shortly.

Units of work or topics covered that need to be revised include:
Tectonics
Rivers
Economic Change
Settlement change
Mapskills

History

Students are asked to revise all the material they have covered in term 1, term 2, and term 3. This includes the topics we studied regarding USA from 1917 – 1929 (examples include: Immigration, prohibition, mass production, racism, the roaring twenties) and everything we studied regarding Mussolini (examples include: Economic policies, social policies, rise of Fascism, creating a dictatorship).

In order to aid revision students should use their History book to study for the America topic. As well as this the following website contains some useful information

Copies of PowerPoints will also be available on the student drive, in the History folder under the name Year 10 IGCSE History. This information is also available online on Nearpod

For Mussolini they should study the handouts that are available on the student drive (they have also been given a paper copy) in the history folder. PowerPoints will also be made available through the student drive and Nearpod.

USA 1917 - 1929	Edexcel IGCSE History P4 - 36
	<p>http://www.bbc.co.uk/schools/gcsebitesize/history/tch_wjec/usa19101929/</p> <p>Nearpod: Students should find www.nearpod.com and then log in with the code their class teacher gives them.</p> <p>This will show students a detailed presentation on everything we have learned on the USA from 1917-1929.</p>
Development of Dictatorship: Italy, 1918-43.	Handouts and PowerPoints available on student drive
	<p>Nearpod: Students should find www.nearpod.com and then log in with the code their class teacher gives them.</p> <p>This will show students a detailed presentation on everything we have learned on the Mussolini.</p>

Languages

Subject	Languages
Year Group	Year 10 IGCSE

	French	Spanish
Y10 Term 3 topics	Local area + School	Personal relationships / Routine/Chores
Y10 End of Year exam	<p><u>Listening + Reading & Writing:</u> students will complete an IGCSE paper</p> <p><u>Speaking:</u> students will have a 10 minute oral exam (individual times will be given to students nearer the time).</p> <p>Part A: 1 minute description of a picture + 3 min discussion</p> <p>Part B: General conversation on the topics covered so far this year.</p>	

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
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See table above	Vocabulary sheets stuck in exercise book for Modules covered so far
	Speaking and writing exam practice booklets
	Speaking: students must memorise their description of their chosen picture and practice the questions for the general conversation.
	For further vocabulary practice: www.linguascope.com (Intermediate level) Login details in student's planners

Music

<p>Assessment will consist of listening questions on the following pieces. Your revision should include the guidance below. Please use your music textbook to help you</p>	
Killer Queen	<ul style="list-style-type: none"> • Back ground information • Style / genre of music • Structure • Music technology features • Tonality and Harmony (key and chords) • Instrumentation • Melodic features • Rhythm, metre, tempo • Texture • Guitar techniques
Defying Gravity	<ul style="list-style-type: none"> • Background Information • Patterns and Motifs • Structure • Harmony • Orchestration/ instruments • Rhythm
Music for a While	<ul style="list-style-type: none"> • Background information • Basso Continuo and Ground Bass • Structure • Lament • Harmony • Melody
Theme from star wars	<ul style="list-style-type: none"> • Background information • Film Music techniques (diegetic, non-diegetic) • Structure • Harmony • Instrumentation • Dynamics • March • Leitmotifs • Tonality

Physical Education

Physical Training	What learners need to learn
In this topic, learners will develop knowledge and understanding of the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes, through the following content.	
3.1 The relationship between health and fitness and the role that exercise plays in both	3.1.1 Definitions of fitness, health, exercise and performance and the relationship between them
3.2 The components of fitness, benefits for sport and how fitness is measured and improved	3.2.1 Components of fitness and the relative importance of these components in physical activity and sport: cardiovascular fitness (aerobic endurance); strength; muscular endurance; flexibility; body composition; agility; balance; coordination; power; reaction time; and speed
3.2.2 Fitness tests: the value of fitness testing; the purpose of specific fitness tests; the test protocols; the selection of the appropriate fitness test for components of fitness and the rationale for selection	
3.2.3 Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables	
3.2.4 Fitness tests for specific components of fitness: cardiovascular fitness – Cooper 12 minute tests (run, swim), Harvard Step Test; strength – grip dynamometer; muscular endurance – one-minute sit-up, one-minute press-up; speed – 30 m sprint; power – vertical jump; flexibility – sit and reach	
3.2.5 How fitness is improved (see section 3.3.1–3.3.3)	

Subject content	What learners need to learn
3.3 The principles of training and their application to personal exercise/training programmes	3.3.1 Planning training using the principles of training: individual needs; specificity; progressive overload; FITT (frequency, intensity, time, type); overtraining; reversibility; thresholds of training (aerobic target zone: 60–80% and anaerobic target zone: 80%–90%, calculated using the Karvonen formula)
3.3.2 Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports (fitness/sport requirements, facilities available, current level of fitness)	
3.3.3 The use of different training methods for specific components of fitness, physical activity and sport: continuous; Fartlek; circuit; interval; plyometrics; weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, Pilates, yoga, spinning). The advantages and disadvantages of different training methods	
3.4	3.4.1 Long-term effects of aerobic and

The long-term effects of exercise	anaerobic training and exercise and the benefits to the musculo-skeletal and cardio-respiratory systems and performance
3.4.2 Long-term training effects: able to train for longer and more intensely	
3.4.3 Long-term training effects and benefits (for performance of the musculo-skeletal system): increased bone density; increased strength of ligaments and tendons; muscle hypertrophy; the importance of rest for adaptations to take place; and time to recover before the next training session	

Subject content
3.2.1 Components of fitness
3.2.3 Collection and interpretation of data from fitness test results and analysis and evaluation of these against normative data tables
3.3.2 Factors to consider when deciding the most appropriate training methods and training intensities for different physical activities and sports

Component 1, Topic 1: Applied Anatomy and Physiology Subject content	What learners need to learn
In this topic, learners will develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport through the following content.	
1.1 The structure and functions of the musculo-skeletal system	1.1.1 The functions of the skeleton applied to performance in physical activities and sports: protection of vital organs; muscle attachment; joints for movement; platelets; red and white blood cell production; storage of calcium and phosphorus
1.1.2 Classification of bones: long (leverage); short (weight bearing); flat (protection, broad surface for muscle attachment); irregular (protection and muscle attachment), applied to performance in physical activities and sports	
1.1.3 Structure: cranium; clavicle; scapula; five regions of the vertebral column (cervical, thoracic, lumbar, sacrum, coccyx); ribs; sternum; humerus; radius; ulna; carpals; metacarpals; phalanges (in the hand); pelvis; femur; patella; tibia; fibula; tarsals; metatarsals; phalanges (in the foot); and their classification and use applied to performance in physical activities and sports	
1.1.4 Classification of joints: pivot (neck – atlas and axis); hinge (elbow, knee and ankle); ball and socket (hip and shoulder); condyloid (wrist); and their impact on the range of possible movements	
1.1.5 Movement possibilities at joints dependent on joint classification: flexion; extension; adduction; abduction; rotation; circumduction; plantar-flexion; dorsiflexion and examples of physical activity and sporting skills, and techniques that utilise these movements in different sporting contexts	
1.1.6 The role of ligaments and tendons, and their relevance to participation in physical activity and sport	
1.1.7 Classification and characteristics of muscle types: voluntary muscles of the skeletal system; involuntary muscles in blood vessels; cardiac muscle forming the heart; and their roles	

when participating in physical activity and sport

Subject content	What learners need to learn
<p>1.1 The structure and functions of the musculo-skeletal system</p>	<p>1.1.8 Location and role of the voluntary muscular system to work with the skeleton to bring about specific movement during physical activity and sport, and the specific function of each muscle (deltoid, biceps, triceps, pectoralis major, latissimus dorsi, external obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius and tibialis anterior)</p>
<p>1.1.9 Antagonistic pairs of muscles (agonist and antagonist) to create opposing movement at joints to allow physical activities (e.g. gastrocnemius and tibialis anterior acting at the ankle – plantar-flexion to dorsiflexion; and quadriceps and hamstrings acting at the knee, biceps and triceps acting at the elbow, and hip flexors and gluteus maximus acting at the hip – all flexion to extension)</p>	
<p>1.1.10 Characteristics of fast and slow twitch muscle fibre types (type I, type IIa and type IIx) and how this impacts on their use in physical activities</p>	
<p>1.1.11 How the skeletal and muscular systems work together to allow participation in physical activity and sport</p>	
<p>1.2 The structure and functions of the cardio-respiratory system</p>	<p>1.2.1 Functions of the cardiovascular system applied to performance in physical activities: transport of oxygen; carbon dioxide and nutrients; clotting of open wounds; regulation of body temperature</p>
<p>1.2.2 Structure of the cardiovascular system: atria; ventricles; septum; tricuspid; bicuspid and semi-lunar valves; aorta; vena cava; pulmonary artery; pulmonary vein; and their role in maintaining blood circulation during performance in physical activity and sport</p>	
<p>1.2.3 Structure of arteries, capillaries and veins and how this relates to function and importance during physical activity and sport in terms of: blood pressure; oxygenated and deoxygenated blood; and changes due to physical exercise</p>	
<p>1.2.4 The mechanisms required (vasoconstriction, vasodilation) and the need for redistribution of blood flow (vascular shunting) during physical activities compared to when resting</p>	
<p>1.2.5 Function and importance of red and white blood cells, platelets and plasma for physical activity and sport</p>	
<p>1.2.6 Composition of inhaled and exhaled air and the impact of physical activity and sport on this composition</p>	
<p>1.2.7 Vital capacity and tidal volume, and change in tidal volume due to physical activity and sport, and the reasons that make the change in tidal volume necessary</p>	
<p>1.2.8 Location of the main components of the respiratory system (lungs, bronchi, bronchioles, alveoli, diaphragm) and the role in movement of oxygen and carbon dioxide into and out of the body</p>	

Subject content	What learners need to learn
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1.2 The structure and functions of the cardio-respiratory system	1.2.9 Structure of alveoli to enable gas exchange and the process of gas exchange to meet the demands of varying intensities of exercise (aerobic and anaerobic)
1.2.10 How the cardiovascular and respiratory systems work together to allow participation in physical activity and sport	
1.3 Anaerobic and aerobic exercise	1.3.1 Energy: the use of glucose and oxygen to release energy aerobically with the production of carbon dioxide and water; the impact of insufficient oxygen on energy release; the by-product of anaerobic respiration (lactic acid)
1.3.2 Energy sources: fats as a fuel source for aerobic activity; carbohydrates as a fuel source for aerobic and anaerobic activity	
1.4 The short- and long- term effects of exercise	1.4.1 Short-term effects of physical activity and sport on lactate accumulation, muscle fatigue, and the relevance of this to the player/performer
1.4.2 Short-term effects of physical activity and sport on heart rate, stroke volume and cardiac output, and the importance of this to the player/performer	
1.4.3 Short-term effects of physical activity and sport on depth and rate of breathing, and the importance of this to the player/performer	
1.4.4 How the respiratory and cardiovascular systems work together to allow participation in, and recovery from, physical activity and sport: oxygen intake into lungs; transfer to blood and transport to muscles; and removal of carbon dioxide	
1.4.5 Long-term effects of exercise on the body systems (see 3.4.1–3.4.4)	
1.4.6 Interpretation of graphical representations of heart rate, stroke volume and cardiac output values at rest and during exercise	

Subject content	Comments
1.2.6 Composition of inhaled and exhaled air and the impact of physical activity and sport on this composition	This section requires learners to know the percentages of oxygen and carbon dioxide in inhaled and exhaled air and reasons for the changes in these percentages
1.2.8 Location of the main components of the respiratory system	The respiratory system (lungs, bronchi, bronchioles, alveoli, diaphragm) and the role in movement of oxygen and carbon dioxide into and out of the body
1.2.9 Structure of alveoli to enable gas exchange and the process of gas exchange to meet the demands of varying intensities of exercise (aerobic and anaerobic)	
1.2.10 How the cardiovascular and respiratory systems work together to allow participation in physical activity and sport	

Component 1, Topic 2: Movement Analysis	What learners need to learn
Subject content	
In this topic, learners will develop knowledge and understanding of the basic principles of movement and their effect on performance in physical activity and sport through the following	

content.	
2.1 Lever systems, examples of their use in activity and the mechanical advantage they give in movement	2.1.1 First, second and third class levers and their use in physical activity and sport
2.1.2 Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the body's lever systems and the impact on sporting performance	
2.2 Planes and axes of movement	2.2.1 Movement patterns using body planes and axes: sagittal, frontal and transverse plane; and frontal, sagittal, vertical axes, applied to physical activities and sporting actions
2.2.2 Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults	
2.2.3 Movement in the frontal plane about the sagittal axis when performing cartwheels	
2.2.4 Movement in the transverse plane about the vertical axis when performing a full twist jump in trampolining	

2.1 Lever systems, examples of their use in activity and the mechanical advantage they give in movement	2.1.1 First, second and third class levers and their use in physical activity and sport
2.1.2 Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the body's lever systems and the impact on sporting performance	

Socio-cultural Influences Subject content	What learners need to learn
In this topic, learners will develop knowledge and understanding of the socio-cultural factors that impact on physical activity and sport, and the impact of sport on society, through the following content.	
3.1 Engagement patterns of different social groups in physical activity and sport	3.1.1 Participation rates in physical activity and sports, and the impact on participation rates considering the following personal factors: gender; age; socio-economic group; ethnicity; disability

Component 2, Topic 1: Health, Fitness and Well-being Subject content	What learners need to learn
In this topic, learners will develop knowledge and understanding of the benefits of participating in physical activity and sport to health, fitness and well-being through the following content.	
1.1 Physical, emotional and social health, fitness and well-being	1.1.1 Physical health: how increasing physical ability, through improving components of fitness, can improve health/reduce health risks and how these benefits are achieved

1.1.2 Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved
1.1.3 Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved
1.1.4 Impact of fitness on well-being: positive and negative health effects
1.1.5 How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a Personal Exercise Programme (PEP) to meet the specific needs of the individual
1.1.6 Lifestyle choices in relation to: diet; activity level; work/rest/sleep balance; and recreational drugs (alcohol, nicotine)
1.1.7 Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)

Subject content	What learners need to learn
1.2 The consequences of a sedentary lifestyle	1.2.1 A sedentary lifestyle and its consequences: overweight; overfat; obese; increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness
1.2.2 Interpretation and analysis of graphical representation of data associated with trends in physical health issues	
1.3 Energy use, diet, nutrition and hydration	1.3.1 The nutritional requirements and ratio of nutrients for a balanced diet to maintain a healthy lifestyle and optimise specific performances in physical activity and sport
1.3.2 The role and importance of macronutrients (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes	
1.3.3 The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports	
1.3.4 The factors affecting optimum weight: sex; height; bone structure and muscle girth	
1.3.5 The variation in optimum weight according to roles in specific physical activities and sports	
1.3.6 The correct energy balance to maintain a healthy weight	
1.3.7 Hydration for physical activity and sport: why it is important, and how correct levels can be maintained during physical activity and sport	

Psychology

Year 10 Psychology students should revise the topics listed below, which we have covered this academic year. They should also practice past papers, which they can find at: <http://www.sparkpsych.com/gcse-revision.html>. They can use their work booklets, their textbook and the links indicated in the list below during their revision. It is essential that they take extensive revision notes and practise past exam questions in writing as much as they can.

In order to help students prepare, the Psychology Department would like to offer the following advice:

- Try condensing your lesson notes onto flashcards for you to memorize
- Highlight the key words in your copy book and ask someone to test you on their meaning
- Draw mind maps of topics, research and theories
- Attempt extension activities and questions from the textbook
- Visit <http://www.sparkpsych.com/gcse-psychology-edexcel.html> for extra activities
- Ask your teacher any questions you have to help fill any gaps in your knowledge
- Find a quiet place in which you can focus or tailor your revision

List of content to be covered

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
The optic nerve and the brain	<ul style="list-style-type: none"> • Textbook (chapter A1a2) and notes • Edexcel Revision notes: http://www.sparkpsych.com/topic-a.html
Depth, size and stereopsis	<ul style="list-style-type: none"> • Textbook (chapter A1b2 to A1b5) and notes • Edexcel Revision notes: http://www.sparkpsych.com/topic-a.html
Gestalt Laws	<ul style="list-style-type: none"> • Textbook (chapters A1c1, A1c2) and notes • Edexcel Revision notes: http://www.sparkpsych.com/topic-a.html
Illusions	<ul style="list-style-type: none"> • Textbook (chapters A1d1, A1d2) • Edexcel Revision notes: http://www.sparkpsych.com/topic-a.html
Gestalt theories of illusions vs Gregory's perspective theory of illusions	<ul style="list-style-type: none"> • Textbook (pp. 26-29) and notes • Edexcel Revision notes: http://www.sparkpsych.com/topic-a.html
Schemas and perception: Bartlett and Carmichael	<ul style="list-style-type: none"> • Textbook (pp. 32-35) and notes • Edexcel Revision notes: http://www.sparkpsych.com/topic-a.html
Experimental designs	<ul style="list-style-type: none"> • Textbook (pp. 36-39)
Using statistics to deal with experimental results	<ul style="list-style-type: none"> • Textbook (pp. 40-43) and notes

Ethics in Psychology experiments	<ul style="list-style-type: none"> Textbook (pp. 44-45) and notes
Evaluating experiments	<ul style="list-style-type: none"> Textbook (pp. 46-47) and notes
Freud's theory of dreams	<ul style="list-style-type: none"> Textbook (pp. 54-61) and notes Edexcel revision notes: http://www.sparkspych.com/topic-b.html
Hobson & McCarley's theory of dreams	<ul style="list-style-type: none"> Textbook (pp. 62-67) http://www.sparkspych.com/topic-b.html
Comparing theories of dreams	<ul style="list-style-type: none"> Textbook (pp. 68-69) and notes http://www.sparkspych.com/topic-b.html
The job of a psychoanalyst	<ul style="list-style-type: none"> Textbook (pp. 82-85) and notes
Psychological sleep disorders	<ul style="list-style-type: none"> Textbook (pp. 86-89) and notes http://www.sparkspych.com/topic-b.html

Biology

All Year 10 Biologists need to revise all topics which have been studied from the start of September until the end of May.

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
Section A : Life Processes	Edexcel IGCSE Biology text book
Section B : Breathing and Gas Exchange Food and Digestion Blood and Circulation Co ordination Chemical Co ordination Homeostasis and Excretion	IGCSE revision guide Biology For You text book BBC Bite Size KS4 website Edmodo IGCSE additional notes
Section D: Ecosystems Human Influences on the Environment	

Chemistry

All topics studied since the beginning of the school year will be coming in the exam. A particular focus will be on topics studied earlier in the year and later in the year.

Powerpoints from each lesson and worksheet resources can be found on your class Edmodo page. This website link is also very useful and specific to Edexcel International GCSE Chemistry:

<http://www.chemguide.co.uk/igcse/chapters/chapterlist.html#top>

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
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Elements compounds and mixtures	Text book chapter 4 pg 30-31 Notes: http://www.docbrown.info/page01/ElCpdMix/ElcCmdMix.htm Questions : http://www.docbrown.info/page05/page05.htm#1 .
Separating Techniques	Text book chapter 11 pg 89-91 only Notes: http://www.docbrown.info/page01/ElCpdMix/ElcCmdMix.htm Questions : http://www.docbrown.info/page05/page05.htm#1 .
States of matter	Text book chapter 1 Notes: http://www.docbrown.info/page03/3_52states.htm Questions : http://www.docbrown.info/page05/page05.htm#1 .
Atomic Structure	Text book chapter 2 Notes: http://www.docbrown.info/page04/4_70index.htm Questions : http://www.docbrown.info/page05/page05.htm#1 .
Bonding and Structure	Text book chapter 3 and 4 Notes: http://www.docbrown.info/page04/4_70index.htm Questions : http://www.docbrown.info/page05/page05.htm#1 .
Formulae and Equations	Text book chapter 5 Notes: http://www.docbrown.info/page01/ElCpdMix/ElcCmdMix.htm Questions : http://www.docbrown.info/page05/page05.htm#1 .
Acids	Text book chapter 9 Notes: http://www.docbrown.info/page03/AcidsBasesSalts.htm Questions : http://www.docbrown.info/page05/page05.htm#1 .
Making Salts	Text book chapter 10 Notes: http://www.docbrown.info/page03/AcidsBasesSalts.htm Questions : http://www.docbrown.info/page05/page05.htm#1 .
Rate of Reaction	Text book chapter 6 Notes: http://www.docbrown.info/page03/3_31rates.htm Questions : http://www.docbrown.info/page05/page05.htm#1 .
Endothermic and Exothermic reactions	Text book chapters 14 and 25 Notes: http://www.docbrown.info/page03/3_51energy.htm Questions : http://www.docbrown.info/page05/page05.htm#1 .
Reversible reactions and Equilibrium	Text book chapter 15 Notes: http://www.docbrown.info/page04/4_74revNH3b.htm Questions : http://www.docbrown.info/page05/page05.htm#1 .
Haber process and Contact process	Text book chapter 16 pg 133-136 Notes: http://www.docbrown.info/page04/4_74revNH3b.htm Questions : http://www.docbrown.info/page05/page05.htm#1 .

Physics

Everything from the start of the year including work currently being studied.

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
Unit A – Mechanics	BBC Bitesize website, revision lists and textbooks chapters 2, 5, 6
Unit B – Electricity	BBC Bitesize website, revision lists and textbooks chapters 7, 8, 9 and 10
Unit C – Waves	BBC Bitesize website, revision lists and

	textbooks chapters 11, 12, 13 and 14
Unit D – Thermal	BBC Bitesize website, revision lists and textbooks chapters 19, 20 and 16
General scientific processes	Appendix A, B, C and D

Sociology

Year 10 Sociology students should revise the topics listed below, which we have covered this academic year. They should also practice past papers, which they can access in their student past paper booklet. They can use their copybooks, handouts, revision booklets and their textbook during their revision. It is essential that they take extensive revision notes and practise past exam questions in writing as much as they can.

In order to help students prepare, the Sociology Department would like to offer the following advice:

- Try condensing your lesson notes onto flashcards for you to memorize
- Highlight the key words in your copy book and ask someone to test you on their meaning
- Draw mind maps of topics, research and theories
- Attempt extension activities and questions from the textbook
- Ask your teacher any questions you have to help fill any gaps in your knowledge
- Find a quiet place in which you can focus or tailor your revision

List of content to be covered

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
Unit 1 – Theory	<ul style="list-style-type: none"> • Textbook (unit 1 Page 7-12) and notes • Revision booklet Theory and methods
Hypothesis, pilot studies	<ul style="list-style-type: none"> • Textbook (unit 1 page 14-15) and notes • Revision booklet Theory and methods
sampling	<ul style="list-style-type: none"> • Textbook (unit 1 pages 15-17) and notes • Revision booklet Theory and methods
Difficulties in research	<ul style="list-style-type: none"> • Textbook (unit 1 page 17-19) and notes • Revision booklet Theory and methods
Questionnaire and surveys	<ul style="list-style-type: none"> • Textbook (unit 1 page 19-23) and notes • Revision booklet Theory and methods
interviews	<ul style="list-style-type: none"> • Textbook (unit 1 page 24-27) and notes • Revision booklet Theory and methods
Experiments	<ul style="list-style-type: none"> • Textbook (unit 1 page 27-29) and notes • Revision booklet Theory and methods
Case Studies	<ul style="list-style-type: none"> • Textbook (unit 1 page 29) and notes

	<ul style="list-style-type: none"> • Revision booklet Theory and methods
Longitudinal studies	<ul style="list-style-type: none"> • Textbook (unit 1 page 30) and notes • Revision booklet Theory and methods
Observations	<ul style="list-style-type: none"> • Textbook (unit 1 page 31-35) and notes • Revision booklet Theory and methods
Validity, reliability, bias	<ul style="list-style-type: none"> • Textbook (unit 1 page 36-37) and notes • Revision booklet Theory and methods
Primary and secondary data	<ul style="list-style-type: none"> • Textbook (unit 1 page 37-44) and notes • Revision booklet Theory and methods
Unit 3 – Forms of social stratification	<ul style="list-style-type: none"> • Textbook (unit 3 page 85-87) and notes • Revision booklet Social Inequality
Ascribed and achieved status	<ul style="list-style-type: none"> • Textbook (unit 3 page 87) and notes • Revision booklet Social Inequality
Life chances	<ul style="list-style-type: none"> • Textbook (unit 3 page 88-89) and notes • Revision booklet Social Inequality
Wealth and income	<ul style="list-style-type: none"> • Textbook (unit 3 page 90-99) and notes • Revision booklet Social Inequality
Ethnicity	<ul style="list-style-type: none"> • Textbook (unit 3 page 99-102) and notes • Revision booklet Social Inequality
Gender	<ul style="list-style-type: none"> • Textbook (unit 3 page 102-109) and notes • Revision booklet Social Inequality
Social Class	<ul style="list-style-type: none"> • Textbook (unit 3 page 109-120) and notes • Revision booklet Social Inequality