



**Year 10**  
**Exam Revision Booklet**

**Manor House School**

**Summer 2018**

## Contents

### Topic

General Advice	3
English Language	4
English Literature	5
Mathematics	6
Science	7
Art	9
Drama	9
Child Development	9
Classical Civilisation	10
Creative iMedia	12
Geography	14
History	20
Latin	21
MFL	French 22
	German 24
	Spanish 26
Music	28
PE	28
RS	29

## General Advice

- Read this booklet thoroughly and if you have any questions see your subject teacher as soon as possible.
- Set yourself realistic targets for fitting in revision sessions.
- Tick things off the list as you revise them so that you can see your progress.
- Get to bed early and eat a good breakfast on the morning of the exam.
- Ensure that you bring all the required equipment with you to the exam.
- Practise pacing yourself when answering questions.
- Vary your revision style to help maintain focus and reinforce your learning.
- Work in lots of short sessions rather than one long one. (30 minutes max)
- When writing the exam paper read the questions thoroughly and be sure which you actually have to answer.
- Do not try to revise in the time immediately before the exam, this will only make you feel more anxious.

**If you have prepared yourself properly then you have nothing to worry about.**

**Go into the exam and show them just how much you know!**



## English Language

There are two papers for English Language GCSE. You will sit Paper 1 only for your summer examination. This will be the same format as your recent end of unit assessment. This paper will assess both reading and writing skills and is comprised as follows:

**1 hr 45**

**80 marks: 40 marks for reading, 40 marks for writing.**

What's assessed:

**Section A: Reading : one literature fiction text**

You will need to answer 4 questions as follows:

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

For revision, you should read as much fiction as possible. Picking up different novels and reading the openings would be most helpful as well as examining the language and structure of short extracts. You should also read over the last assessment you completed and attempt to improve your answers based on your teacher's suggestions and comments.

**Section B: Writing: descriptive or narrative writing**

You will answer 1 extended writing question (24 marks for content, 16 marks for technical accuracy).

You will get a choice of two questions and there will be a photograph to aid your creative response. There is a large emphasis on spelling and grammar, therefore practising spellings and remembering to proof-read your writing is strongly advised.



**Mrs Mayes, Mrs Roberts and Mrs Roberts**

## English Literature

There are two papers for English Literature GCSE. You will sit one question from Paper 1 and one question from Paper 2 for your Year 10 summer examinations.

You have completed both of these papers already for your end of term assessments.

The examination will test your knowledge of 'Frankenstein' by Shelley / 'A Christmas Carol' by Dickens from Paper 1 and 'An Inspector Calls' by Priestley from Paper 2.



### **Paper 1: The 19th-century novel (45 minutes)**

You will answer one question on 'Frankenstein' or 'A Christmas Carol' depending on which text you studied. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole. For revision you should re-read the whole novel or at least the key chapters in the novel. You should focus on the writer's use of language as well as the social and historical context of the novel. You will be allowed to have a sheet of 15 quotations in front of you when you write your answer. This should form part of your revision.

### **Paper 2: Modern Texts: 'An Inspector Calls' by J.B. Priestley (45 minutes)**

You will answer one question on 'An Inspector Calls'. You will have a choice of two questions. You will be required to answer a question based on 'How does Priestley present X' in the play' and there will be some bullet points to aid you in your response. You must focus on Priestley's use of language, how he communicates his socialist message and the dramatic methods employed. You must re-read the play concentrating on the characters and main themes of the play. You will be allowed to have a sheet of 15 quotations in front of you when you write your answer. This should form part of your revision.

Good Luck!

**Mrs Mayes, Mrs G Roberts and Mrs N Roberts**

## Mathematics

- There will be two papers which will form the end of year assessments in Mathematics.
- Each paper will be 1 hr 30 long, and are based on iGCSE exams.
- Calculators are allowed in both papers.
- You will take the Higher tier paper.

Essential equipment for these assessments is: a black ink pen or biro, a pencil (with sharpener and rubber), a ruler (15 cm long), compasses, protractor and a scientific calculator. In addition, it is a good idea to have a long ruler (30 cm).

The papers will assess a wide variety of mathematical knowledge. It is not possible to produce an exhaustive list of topics. The best way to revise Mathematics is to practise example questions, and revise areas where you are not obtaining full marks.

The MyMaths web site is a good place to find material to support revision. When help is needed the MyMaths web site will prove useful - visit [www.mymaths.co.uk](http://www.mymaths.co.uk) and login with "manorhouse" and "circle" as the login and password details (do not type the quotation marks). You may then login using your own individual ID which was given in Mathematics lessons. Then select the Booster lessons. Inside this menu you can select SixBoosters for help and practice with topics at grade D, or select Ds to Cs for help with grade C, (4/5) or select Cs to Bs for help with grade B. (5/6)

The [www.bbc.co.uk/education](http://www.bbc.co.uk/education) web site also has a lot of useful explanations and examples.

There are some past iGCSE papers on the school computers. On a school machine go to Computer→Senior Shared Folder→S10→Maths where you will find several. You can save these on a memory stick or email them home. Mark schemes are also available so that you can see the answers.

Finally, the website [Hegarty Maths](http://Hegarty Maths) has a number of videos which explain many Mathematics topics, and it is well worth creating an account and viewing the clips it contains and [www.corbettmaths.com](http://www.corbettmaths.com) does five a day exercises to keep you going.



**Mr Rowlands, Miss Gall and Miss van Dyk**

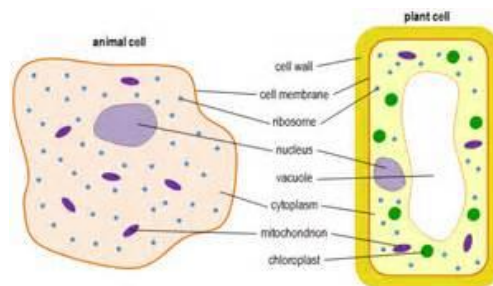
## Science – Triple and Combined

### Number of examinations

All students will sit three examinations.

- Combined Science all 1hr 15 (1hr 33 with extra time)
- Triple Science all 1hr 45 (2hr 11 with extra time)

One exam in Biology, one in Chemistry and one in Physics.



### What will the examinations cover?

The papers will mimic the Paper 1 you will sit in the final GCSE examinations in Year 11, The papers will cover both theory on topics covered so far in the course (Year 9 and 10) as well as the required practical's and skills aspects to the course.

Please see information below regarding specific topics in your examinations.

### What should you use to revise?

You should revise using your exercise books, text books, resources on Showbie and revision guides, as well as using topic tests from throughout the course.

There are some useful websites that may help but always be careful to check against your specification to make sure it is the new AQA GCSE.

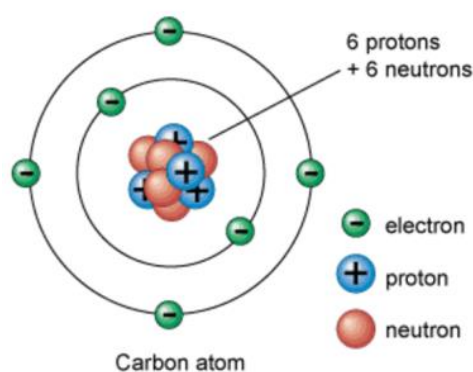
<http://www.bbc.co.uk/education/subjects/zrkw2hv>

<http://www.s-cool.co.uk/gcse>

<http://www.gcsescience.com> (these videos can also be accessed through you tube)

CGP have also Biology, Chemistry and Physics Apps that can be downloaded from the App store for Apple and android devices.

<https://apps.cgpbooks.co.uk/home>



### In the examination...

You must ensure that you bring pen, sharp pencil, ruler, rubber, and a CALCULATOR to all your Science examinations.

You will also need a protractor for Physics.

You will be given a periodic table to use in your Chemistry examination and the basic list of equations in your Physics examination that are not required to be learned.

## Triple Science – Set 1

### Biology

Specification pages 16-40

<http://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

Revision guide pages 4-44

### Chemistry

Specification pages 16-49

<http://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

Revision guide pages 4-53

### Physics

Specification pages 16, 17, 20-28, 30-35, 58-65

<http://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

Revision guide pages 26-55, 60, and 72-77

**Skills** – these are the same in all Sciences. Working scientifically and practical skills are covered across the course and often focussed on during required practical's. See Showbie (Chemistry) for revision materials. You also have your Maths skills revision guides too.

## Combined Science – Set 2 and 3

Biology, Chemistry and Physics specification

<http://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

### Biology

Specification – pages 19-40

Revision guide – pages 4-44

### Chemistry

Specification – pages 65-93

Revision guide – pages 4-53

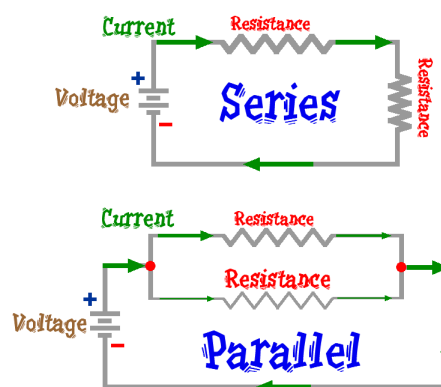
### Physics

Specification – pages 116,118, 120-132, 149-152

Revision guide – pages 26-43, 50-59 and 72-77

**Skills** – these are the same in all Sciences. Working scientifically and practical skills are covered across the course and often focussed on during required practical's. See Showbie (Chemistry) for revision materials. You also have your Maths skills revision guides too.

**Miss Brodie, Mrs Beacock and Mrs Evans**





## Art



Art preparatory studies are a significant part of the examination. They are done in sketchbooks. This year's theme is "Adorn and Decorate."

Work has already commenced on these and is on-going. You have been issued with a checklist and guidelines in class. The sketchbook work informs the final examination piece and consequently **must** be brought into the examination.

**Mrs Williams**

## Drama

Your set text, "Blue Stockings" will form the basis of the written examination. You are not allowed to bring in your text, but I will advise you on which sections of the text you will need to revise. You will also have to answer two questions on a play that you have seen. You may bring in notes for this part of the examination. This examination lasts one hour thirty minutes.



You will also have a two-hour practical assessment, working on your devised piece exploring the theme of "Memories."

**Mrs Williams**

## Child Development



Year 10 Cambridge National Child Development students have been entered for the public examination on 14 June 2018. It is important to revise everything taught in class in order to achieve high marks.

Use text books, notes, questions, PowerPoints, Showbie files and the new revision guide.

**Mrs Tercan**

## Classical Civilisation

There will be **ONE** examination lasting **1 hr 30** and it is worth **90 marks** (30 marks per section). (Extra time: 1 hour 52)

The examination will be a typical paper that you can expect at GCSE. It will be very similar to the assessments you have completed at the end of each topic over the past year.

For the examination, you are required to:

- answer **ALL** questions in **Section A (Greece)** and **Section B (Rome)**;
- answer **all** questions in **Section C (Greece and Rome)**, apart from the final question which is the **15-mark essay** where there is a **choice of 2 – you choose and answer 1**.

### What do you need to revise?

#### ALL topics covered so far.

I shall clarify this nearer Half Term once we know how far we get in the next few weeks, but it is likely to include topic 6 (Myth and Symbols of Power) and 7 (Death and Burial) that are unlikely to have been otherwise assessed in lessons.

#### Revise:

- **factual detail** – character names, places, plot in literary sources, Labours etc;
- ensure Greece and Rome details **remain separate** – not a good look to confuse them! e.g. *Parthenon* (Greece) / *Pantheon* (Rome);
- be clear who has written each **literary source** so that you can refer to it by **author** if you need to refer to it yet it is not already referenced on the paper itself;
- **essays** - both 8 and 15-mark – mindmaps. There will be an 8-mark question in both Sections A and B, then a 15-mark in Section C which compares the 2 civilisations. So **3 essays in total**. Ensure you **leave plenty of time** for the final 15-marker (20mins minimum).

Use your classnotes, textbook and the assessment questions you have done together with model answers/mark schemes to guide your revision.

I shall also provide you with some revision sheets.

Start revising with the topic you find most difficult.

Remember to look at the general exam guidance sheets which you should have in your folder.

Try to use the following formula when answering all questions, together with a wide range of relevant evidence/examples/facts to gain the highest marks:

1. **Choose** a piece of factual information, a quote or other evidence relevant to the question.
2. **Explain** the significance of the evidence.
3. **Evaluate** the piece of evidence **in terms of the question**.

Or if you prefer PEEL, it is the same principle.

Be extra careful when answering the essay questions not to just right the factual details you know, but use them to back up your argument maintaining clear focus on the question's slant.

You **must have knowledge of enough of a range of sources**, outside the ones given on the exam insert, to jump you up the marking bands.

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I am happy to give you additional practice questions, just ask, and you are welcome to email me should you need further guidance. ([lstephens@manorhouseschool.org](mailto:lstephens@manorhouseschool.org))

Learn well, do yourselves proud, keep an eye on the clock and good luck! ☺

**Mrs L Stephens**



## Creative iMedia

You will sit one written paper on **Pre Production Skills Unit R081 OCR**

The paper is 1 hour. The summer examination will be out of 48 marks, as we are leaving out the long essay question we have yet to cover.

**Section A:** 6 short answer questions, ranging from between 1 and 4 marks each. You should allow up to **30 minutes** for this.

**Section B:** A longer task- based question on a pre production document you will have to complete, analyse or create yourself, such as: a storyboard, script, work plan, visualisation diagram etc. There are 10 marks available for this creative task. You should allow **30 minutes** for this.

### What you will need to revise.

Using all your class notes, you should revise the following:

#### **The purpose and uses of –**

- 1) mood boards – to show concepts of a new project, to generate ideas.
- 2) mind maps and spider diagrams – to show development and options and resources for a media project.
- 3) Visualisation diagrams – for still images or graphics
- 4) Storyboards – video projects, animations
- 5) Scripts - for video production, voice over, comic books or computer games

#### **The content of:**

Mood boards

Mind maps/spider diagrams

Visualisation diagrams ie – images, graphics, texts, logos, fonts

Storyboards – number of scenes, scene content, timings, camera shots and angles, camera movement, lighting, sound, locations, camera type.

Scripts – set or location directions (what happens in the scene, interaction) shot type, camera movement, sounds, characters dialogue (acting directions) format of script and layout.

#### **You must revise how to:**

Interpret a client's brief, review a written brief or script.

Identify timescales for a production

Identify a target audience

Use and conduct Primary and secondary sources of research

Produce a work plan.

**You will need to revise:**

Hardware and software uses for digitising paper documents (scanning, email) creating electronic documents.

Health and Safety issues when creating digital media products including use of risk assessments, location recces, and safe working practices.

Legislation – copyright, trademark, intellectual property and who it applies to creative media projects – eg how to use copyrighted material, what defamation is, what certification/classification is.

You will need to be able to produce effective storyboards, mood boards, analyse a script.

You will also need to revise file formats and limitations for video, audio and still images.

**Take your file home and revise all we have done in this unit.**

You can find help online on the OCR website and from all the print outs and work you have done already.

Good luck!

**Ms Roberts and Ms van Dyk**



## Geography

The work we have done this year includes:

Section C - **Physical Environment of the UK: Coastal Landscapes and Glacial Landscapes** and part of the **Ecosystems** topic of Paper 1

Section A - **Changing Urban Environments** of Paper 2 of the GCSE examinations.

There will also be questions on **Fieldwork skills** which is part of Paper 3.

However, because so much of the course builds on last year's work, there will also be questions using your knowledge of **Development and Natural Hazards**. Some of these are just testing your skills (graphs).

A few questions are shorter 1-2 mark answers; others require more detail and are worth 4-8 marks. You should always try to include place names and detailed real examples in the longer answers. Many of the marks are for using skills of reading or interpreting data such as graphs, photos and maps.

One question will also have an extra 0-3 marks available for spelling, good sentence construction and geographical terminology. (SPaG)

See the following pages for checklists to help you with your revision.

**Ms Grindrod**

<b>Paper 1 Section C: Physical Landscapes in the UK (choice of questions)</b>			
<b>Coastal Landscapes in the UK (option)</b>			
<b>Key Idea</b>	<b>Content</b>	<b>Key words, Examples, Case studies, other details.</b>	<b>Tick if OK</b>
<b>The UK has a range of diverse landscapes</b>	An overview of the location of major upland/lowland areas and river systems	Map of UK	
<b>The coast is shaped by Physical Processes</b>	Wave types and characteristics	Constructive, destructive	
	Weathering processes – define and explain examples	Mechanical (physical) – freeze-thaw, salt crystallisation, wetting/drying. Chemical – solution/carbonation	
	Mass movement	Falls, slides, slumping	
	Erosion – define and explain processes	Hydraulic power, abrasion, attrition	
	Transportation	Longshore drift	
	Deposition	reasons	
<b>Distinctive landforms resulting from coastal processes</b>	Landforms due to erosion (on hard rock coastlines)	Headlands and Bays, Cliffs and wave-cut platforms, Caves, arches, stacks and stumps. Old Harry, Durdle Door	
	Landforms due to deposition	Beaches, sand dunes, spits and bars. East Head, Wittering	
	The effect of geology/rocktype	Soft coastlines – slumping Concordant/discordant coasts	
<b>Management strategies to protect coastlines</b>	Hard engineering – describe and cost/benefits	Sea walls, rock armour, gabions groynes	
	Soft engineering – describe and cost/benefits	Beach nourishment – recycling and re-profiling, dune regeneration and treeplanting	
	Coastal realignment – where why,how.	Managed retreat/managed realignment	
	Example of a management scheme in detail	Medmerry	
<b>Glacial Landscapes in the UK (option)</b>			
<b>Ice was a powerful force in shaping the landscape of the UK</b>	Ice Age – extent of ice	20,000-10,000 yrs ago (link to climate change)	
	Glacial processes – weathering and erosion. Movement/transportation Deposition	Freeze-thaw Plucking, abrasion Rotational slip and bulldozing	

<b>Distinctive landforms result from glacial processes</b>	Landforms of erosion – how they are formed	Corries, arêtes, pyramidal peaks, truncated spurs, glacial troughs, ribbon lakes, hanging valleys.	
	Landforms of deposition	Erratics, drumlins, moraines – lateral, medial, terminal, ground	
	Example of upland glaciated areas with these features	Lake District – Red Tarn, Hellvellyn	
Opportunities for economic activities and management strategies used to reduce conflict	Economic activities in upland glaciated areas	Tourism and recreation (walking, biking, skiing) farming, forestry, quarrying Case stud: Lake District	
	Conflicts between uses and objectives (economy v environment)	Conflict matrix ideas	
	Example of an area to reflect this	Scotland skiing in the Cairngorms or Lake District National Park	
	Management strategies to reduce conflict.	Zoning, repair footpaths, bins, education, signs. Alternative routes.	

<b>Paper 2 Section B: The Living World (choice of question)</b>			
<b>Ecosystems, Tropical Rainforests and Cold Environments option</b>			
<b>Key Idea</b>	<b>Content</b>	<b>Key words, Examples, Case studies, other details.</b>	<b>Tick if OK</b>
<b>Ecosystems</b>			
Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components	The inter-relationships within an ecosystem	Producers, consumers, decomposers, food chain, food web, nutrient cycling, biomass	
	The impact of changing one component		
	Example of a small scale UK ecosystem	Bookham Common	
	Overview of the distribution and characteristics of global ecosystems	Biomes – distribution map Tropical rainforest, savannah, deserts..	
<b>Tropical Rainforests</b>			
<b>Tropical rainforests have a range of distinctive characteristics</b>	Physical characteristics- structure of TRF	4/5 layers- emergent, canopy, understory ,shrub, ground. Biodiversity,	
	Interdependence within ecosystem	Climate, soils, nutrient cycle, people	



	Adaptations of plants and animals	Drip tips, buttress roots, canopy, flying squirrels, camouflage, low light levels	
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<b>Paper 2 Section A Urban Issues and Challenges</b>			
<b>Key Idea</b>	<b>Content</b>	<b>Key words, Examples, Case studies, other details.</b>	<b>Tick if OK</b>
<b>A growing percentage of the world's population lives in urban areas</b>	The pattern of urban change/urbanisation in LICs and HICs	Line graphs, divided bar charts of rates	
	Factors affecting the rate of urbanisation	Push-Pull, Rural to Urban migration, natural increase	
	Megacities	10 million pop. LICs mainly	
<b>Urban growth creates opportunities and challenges in LICs and NEEs (Newly Emerging Economies)</b>	Case Study: location; Social and Economic opportunities - industrial areas can be a stimulus for economic development	<b>Mumbai</b> including Dharavi slum. Health and education; water supply; jobs in industry	
	Challenges of urban growth – characteristics of slums/squatter settlements	Slums/squatter settlements including Dharavi; clean water and sanitation; health and education; unemployment and crime; waste disposal; air and water pollution	
	How urban planning is improving the quality of life in NEEs/LICs	<b>Mumbai</b> self-help housing improvement schemes; resettlement project and sanitation projects	
<b>UK Urban areas</b>	Distribution of major cities in the UK		
<b>Urban change in UK cities leads to a variety of social, economic and environmental opportunities and challenges</b>	Case study: location and importance, Impacts of internal and international migration on growth of the city	London – economic importance; population; growth and ethnic mix	
	Urban change: social & economic opportunities. Environmental opportunities	Cultural/ethnic mix; employment, transport, urban greening	
	Urban change: social and economic challenges  Environmental challenges	Urban deprivation; inequalities in housing, education, health and employment.  Derelict sites, building on the green belt, urban sprawl; building on greenbelt and greenfield sites; commuter settlement	

<b>Urban regeneration strategies create socio-economic opportunities and improve the environment</b>	Description of an urban regeneration project – why it was needed and what was done	London Docklands and Olympic Park in East London	
<b>Urban sustainability requires the management of resources and transport</b>	Features of sustainable living: water and energy conservation conservation; waste recycling; Green spaces	East village; greenhouse development  Olympic Park;garden bridge;New York greenway	
	Urban transport strategies to reduce traffic congestion	Buses/public transport- Parking restrictions Cycle path Park and Ride, Guildford Curitiba, Brazil	

<b>Paper 3 Fieldwork</b>			
<b>Be able to recognise different methods for data collection, data presentation</b>	Collection: Questionnaires, traffic counts, beach profiles, etc	Medmerry beach profiles, pebble sizes.	
<b>Be able to describe and evaluate fieldwork investigations you have done.</b>	Presentation: Bar charts, pie charts, dot distribution maps, etc  Evaluation: be critical of your methods and how it may affect the results.	Guildford : Park and Ride and success of High street for shopping	

<b>Paper 2 Section B: The Changing Economic World</b>			
<b>There are global variations in economic development and quality of life</b>	Different ways of classifying parts of the world according to level of development and quality of life	HICs High Income Countries(MEDCS)/LICs Low Income Countries (LEDCS) and NEEs (Newly Emerging Economies	
	Measuring level of development and their limitations	GNI; Birth and Death Rates; Infant mortality rates; life expectancy; people: doctor ratios; literacy; safe water; HDI Human Development Index	
	Demographic Transition Model	Change in BR/DR over time	

	Causes and consequences of uneven development	Physical, economic and historical causes. Poverty; development gap; international migration and refugees	
<b>Various strategies exist for reducing the development gap</b>	Ways to help countries develop	Investment; industrial development; aid; fairtrade; tourism	

<b>Section A : The Challenge of Natural Hazards</b>			
<b>Key Idea</b>	<b>Content</b>	<b>Key words, Examples, Case studies, other details.</b>	<b>Tick if OK</b>
<b>Natural Hazards pose major risks to people and property</b>	Definition and types of natural hazard. Factors affecting hazard risk		
<b>Tectonic Hazards</b>			
<b>Earthquakes and volcanic eruptions are the result of physical processes</b>	Plate tectonics theory Global distribution of earthquakes and volcanoes and their relationship to plate margins	Plates, plate boundaries (plate margins), continental drift Map of E+V distribution	
	Causes of earthquakes and volcanoes at plate margins	processes taking place at constructive, destructive and conservative plate margins	
<b>The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth</b>	Primary and secondary effects	Short-term – what happened immediately? Longer-term – disease, loss of income, cost, trauma. Tsunami and landslides.	
	Immediate and long-term responses	Prediction/evacuation (volcanoes only), Preparation (education, warning systems) Rescue services, Relief efforts, re-building and planning	
	Two named examples to contrast effects and responses	Pakistan/Nepal – LIC Japan/Italy/LA - HIC	
<b>Management can reduce the effects of a tectonic hazard</b>	Reasons why people live in areas at risk	Risk assessment – farming, geothermal energy, tourism ,benefits.	
	How monitoring, prediction, protection and planning can reduce risk	Warning systems, building design, education, training.	

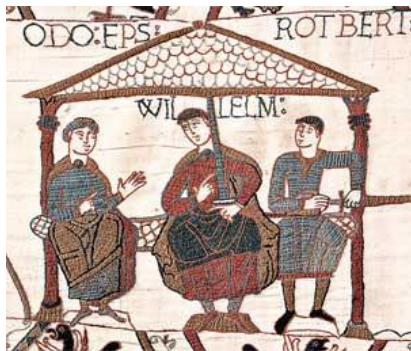
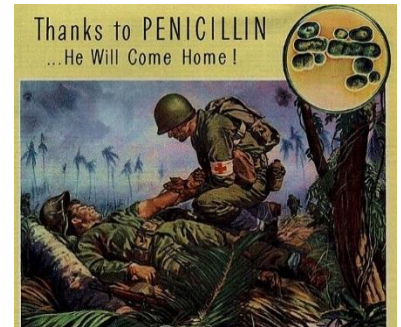
## History

You will need to revise using all your Health and the People notes and your Norman England notes.

Your examination will be a full **Shaping the Nation (Paper 2)** GCSE examination. You will have 1 hr 45 to complete it.

**Section A** is on **Health and the People**. This will consist of 4 questions:

1. A question on the 'usefulness' of a source
2. A question on 'Significance' of an event/individual or factor
3. A question comparing the similarities OR differences between two events/dates/factors
4. A 'Factors' question



**Section B** is on **Norman England**. This will consist of 4 questions:

1. A 'How convincing is the interpretation' question
2. An 'Explain the importance' question
3. A 'Write an account' question
4. A 'Factors' question on Pevensey Castle

You must answer all four questions in each section. You should allow around 50 minutes for Section A and 50 minutes for Section B.

Revision guides and resources are available on Showbie.

Good Luck!

**Mrs St. Johnston**

## Latin

You have **two** examinations: a **Language** paper (1 hr 30) and a **Verse Literature** paper (1 hr)

### What do you need to revise?

1. Language	2. Verse Literature
Learn <b>all</b> vocabulary.	Learn <b>all</b> poems <b>and</b> notes <b>so far</b> . i.e. Sights & Sounds, A Country Spring and The Town & Country Mouse.
Learn <b>all</b> grammar notes.	
Practise <b>derivations</b> and their meanings.	This will be a typical examination paper with the same layout expected at GCSE so expect the following questions alongside the shorter 1,2,3 and 4-mark questions:
Practise <b>English into Latin</b> sentences.	<ul style="list-style-type: none"> <li>• 5-mark <b>translation</b> of a given passage</li> <li>• 8-mark <b>analysis</b> essay on a given passage</li> <li>• 10-mark <b>theme</b>-based essay</li> </ul>

For both modules, look at the 'Top Tips' examination guidance sheets which you should have in your folder.

Certainly for the Language paper, you should have plenty of time to go back and check your work thoroughly – remember to make sure the story's plot makes sense, you have double checked tenses and plurals, AND that you have spotted the ablative absolute(s) and indirect statement(s)! They will be there!

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I am happy to give you additional practice questions, just ask, and you are welcome to email me should you need further guidance. ([Istephens@manorhouseschool.org](mailto:Istephens@manorhouseschool.org))

Learn well, do yourselves proud, keep an eye on the clock and *bonam fortunam!* ☺

**Magistra Stephens**



## MFL - French

### REVISION GUIDE FOR THE YEAR 10 SUMMER EXAM

You will have four assessments, one for each skill, Listening, Speaking, Reading, Writing.

Each contributes 25% of your final mark.



All four assessments will take place during exam week.

The exam will be based mainly on Modules 1, 2, 3, 4 and 5 of the Edexcel textbook *Studio for GCSE*.

The speaking and writing papers will be based on Modules 1-5 only.

There will be a small number of tasks in the listening and reading papers on the topics of school and work, so it would be helpful to read the vocabulary pages at the end of Modules 6 and 7.

### Revision resources

- Studio textbook – end of unit vocabulary lists
- Websites – Quizlet (vocabulary), Languagesonline (vocabulary, reading, grammar)
- Activelearn – all skills
- Grammar and Translation workbook – revise key verbs (a regular example, common irregulars, modal verbs, topic-specific verbs) in present, future (near & simple), imperfect, perfect & conditional tenses; noun and adjective agreement; question forms
- Showbie

### Listening

You will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text
- be able to answer questions, extract information, evaluate and draw conclusions.

Most questions and answers will be in English, but some will be in French

### Speaking

- 1 role play
- 1 picture based task
- General conversation

(12 minutes to prepare, followed by a 12 minute assessment)

## Reading

You will need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text

Most questions and answers will be in English, but some will be in French.

The range of text types includes advertisements, emails, letters, articles and literary texts.

There will also be a short passage to be translated from French into English.

## Writing

1 short answer of approx 80 – 90 words

1 longer answer of approx 130 – 150 words

1 short translation from English into French

**YOU HAVE BEEN PRACTISING ALL OF THESE THINGS IN YOUR LESSONS THIS YEAR –  
START REVISING NOW, LITTLE AND OFTEN WORKS FOR LANGUAGES – YOU WILL  
RECEIVE REVISION MATERIALS FROM YOUR TEACHER – TALK TO YOUR TEACHER ABOUT  
ANY QUERIES OR CONCERNS – ATTEND LUNCHTIME SESSION FOR HELP**

**Mrs Diprose**

## MFL - German

### REVISION GUIDE FOR THE YEAR 10 SUMMER EXAM

The exam will be based on Modules **1, 2, 3 & 4** of the Edexcel textbook – Stimmt!

#### Revision resources

Stimmt! textbook – end of unit vocabulary lists.

Quizlet, Cram and Memrise are excellent for revising vocabulary. Talk to your teacher if you find this difficult as there are ways of learning vocabulary to suit all learning styles. You will not be able to achieve your potential in any of these assessments if you do not learn your vocabulary!

Grammar and Translation workbook. You should revise **tenses** and **verb endings** in particular, and also the grammar points you have learnt this year.

Cram vocabulary folder:

<http://www.cram.com/folders/11-german-173623>

Showbie resosurces.

Languagsonline, Linguascope and yjc.org.uk.

Go over everything you have done in your speaking lessons with Mrs Gilchrist.

You will have four assessments, one for each skill, Listening, Speaking, Reading, Writing. Each contributes 25% of your final mark. **All four assessments will take place during exam week.**

#### Listening

You will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text
- be able to answer questions, extract information, evaluate and draw conclusions.

Most questions and answers will be in English, but some questions and answers will be in German.

#### Speaking

1 role play (**2 minutes**)

1 picture based task (**3-3.5 minutes**)

General conversation (**5-6 minutes**)

You will have **12 minutes** to prepare, followed by the assessment which will last around **12 minutes**.



#### Reading

You will need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts



- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text

Most questions and answers will be in English, but some questions and answers will be in German.

The range of text types includes advertisements, emails, letters, articles and literary texts.

There will also be a short passage to be translated from German into English.

### Writing

1 short answer of approx 80 – 90 words

1 longer answer of approx 130 – 150 words

1 short translation from English into German

**\*YOU HAVE BEEN PRACTISING ALL OF THESE THINGS IN YOUR LESSONS THIS YEAR. THE MOST IMPORTANT THING ABOUT REVISION IS TO GET STARTED AS SOON AS POSSIBLE. IT NEEDS TO BE DONE LITTLE AND OFTEN. START TODAY!\***

**TALK TO ANY OF US IN THE MFL DEPARTMENT IF YOU ARE CONCERNED ABOUT ANY ASPECT OF YOUR REVISION OR COME AND SEE US AT OUR LUNCHTIME SESSIONS.**

**Mr Jones**

## MFL - Spanish

### REVISION GUIDE FOR THE YEAR 10 SUMMER EXAM

The exam will be based on Modules 1,2 and 3 of the Edexcel textbook – Viva



#### Revision resources

Viva textbook – end of unit vocabulary lists.

Quizlet and memrise are excellent for revising vocabulary. Talk to your teacher if you find this difficult as there are ways of learning vocabulary to suit all learning styles. You will not be able to achieve your potential in any of these assessments if you do not learn your vocabulary!

Grammar and Translation workbook. You should revise tenses and verb endings in particular, and also the grammar points you have learnt this year.

Showbie resources.

Languagesonline, Linguascope and yjc.org.uk.

You will have four assessments, one for each skill, Listening, Speaking, Reading, Writing. Each contributes 25% of your final mark. All four assessments will take place during exam week.

#### Listening

You will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text
- be able to answer questions, extract information, evaluate and draw conclusions.

Most questions and answers will be in English, but some questions and answers will be in Spanish.

#### Speaking

1 role play

1 picture based task

General conversation

You will have 12 minutes to prepare, followed by a 12 minute assessment.

## Reading

You will need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text

Most questions and answers will be in English, but some questions and answers will be in Spanish.

The range of text types includes advertisements, emails, letters, articles and literary texts. There will also be a short passage to be translated from Spanish into English.

## Writing

- 1 short answer of approx 80 – 90 words
- 1 longer answer of approx 130 – 150 words
- 1 short translation from English into Spanish

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**Mrs Wright**



## Music

The summer exam of 1 hr 45 will be based on pieces studied so far this year:



Bach  
Beethoven  
Purcell  
Williams  
Queen  
Esperanza Spalding

Please use all the resources available to you including your score notes, textbook, CGP revision guide (purple), CGP practice question book (white), PowerPoints, Showbie and revision cards. You should already have purchased the Rhinegold revision guide also.

### Mrs Harman and Mrs Hawksley

## PE

PAPER 1- (1 hr)

### THE HUMAN BODY AND MOVEMENT IN PHYSICAL ACTIVITY & SPORT

- The structure and functions of the musculo-skeletal system
- The structure and function of the cardio-respiratory system
- Aerobic and anaerobic exercise
- Movement analysis (levers, muscle action, planes of movement and axes of rotation)



PAPER 2- (1 hr)

### SOCIO-CULTURAL INFLUENCES AND WELL-BEING IN PHYSICAL ACTIVITY

- Social groups and factors affecting participation
- The commercialisation of physical activity and sport
- The impact of technology on physical activity and sport
- Ethical issues (players conduct, performance enhancing drugs, hooliganism)
- Health and fitness (health and well-being, sedentary lifestyle, obesity, somatotypes, diet)
- Sports Psychology (skill and ability, goal setting, information processing, guidance and feedback, arousal, aggression, personality types, motivation)

These papers will have a mixture of short and extended response questions.

Please remember AO1- fact/knowledge, AO2- Applying the knowledge, AO3- Analyse & Evaluate.

As this is a new GCSE course there are very few past papers available. During the lessons we will be working through some example questions but please see us if you need more assistance.

**Mrs Buck and Ms Fantham**

**RS**

For RS you will have an exam lasting 1 hr 45.

You will be expected to answer every question on the paper and as there will be a question on every topic that you have covered you will naturally have to revise everything that you had done in class this year.

It is critical that you use formal communication styles in answering the questions and make sure that you have memorised appropriate quotes to include. You will not be allowed to take any prompts into the exam with you.

RS lessons up to the exam week will include a short session for revision questions and activities. Therefore, you should bring along any questions you have got about your revision to make the best use of this time. In addition, there is a drop-in help session for anyone who needs a little help in the run up to exams.

**Mr Perceval**

