

# Year 10

## Examination Preparation Information



# Welcome

This booklet contains information to help you to prepare as effectively as you can for your examinations. They begin on Monday 20<sup>th</sup> April.

Each subject pages show you:

- Topics (what you will be examined on)
- Format (the types of questions you will get)
- Practice questions ... or where to find them
- What you need to do to get a top level answer
- A Top Tip from the Subject Leader

*Be the best version of yourself – early nights, revise properly, hydration, calmness and clarity of thought and know it's OK to talk to us about any concerns you have. This is the opportunity to start the preparation for Year 11 – don't let it go by without knowing that you gave it your all. Your Year 11-self will thank you for it. Step by step – you got this! #teamchsg*

Mr Devenney

*We have made this booklet to help you to prepare really effectively for your examinations. We all know you are going to work as hard as you can to do as well as you can, so use the advice and information here to help you. Good luck in the coming weeks, work hard. I'm sure you are going to make everyone proud of you.*

Mr Sambrook

*The year 10 exams come at a pivotal moment in your GCSE studies. If you can get your revision notes created and organised early you can make sure your focus is on the correct area of study. With the proper amount of effort and preparation you have every chance to make this a success. As we have said since the start of this year; let's strive for excellence. Good luck.*

Mr Stockwell

# Contents

<b>Subject</b>	<b>Page</b>
<u>Art</u>	4
<u>Business</u>	5
<u>Child Development</u>	6
<u>Citizenship</u>	7
<u>Computer Science</u>	8
<u>Dance</u>	10
<u>Drama</u>	11-14
<u>Design Technology</u>	15-16
<u>English Language</u>	17
<u>English Literature</u>	18
<u>Geography</u>	19-21
<u>History</u>	22
<u>Hospitality and Catering</u>	23-24
<u>Maths</u>	25-26
<u>Media Studies</u>	27-28
<u>MFL</u>	29-33
<u>Music</u>	34-35
<u>PE</u>	36
<u>Religious Studies</u>	37
<u>Science</u>	38-40
<u>Sociology</u>	41-42

## ART EXAMINATION INFORMATION

### Topics

Students explore the theme of 'Fragments', exploring all assessment objectives. Students will create outcomes in exam conditions.

### Format

Depending on individual students and their ideas. Mock exam happens over 2 days (10 hours) with students being off timetable.

### Practice questions

The theme is 'Fragments'.

### Getting a top level answer:

The following need to be met in all assessment objectives.

A01	A02	A03	A04
Develop ideas through investigations, demonstrating critical understanding of sources.	Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Record ideas, observations and insights relevant to intentions as work progresses.	Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## BUSINESS EDEXCEL GCSE EXAMINATION INFORMATION

### Topics

#### All theme 1 subjects

- 1.1 The dynamic nature of Business
- 1.2 Spotting a business Opportunity
- 1.3 Putting Business ideas into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences in businesses

#### Revision from Theme 1 workbook

### Format

1.5 hour exam based on case studies, same structure as the end of module test

### Practice questions

All the end of module tests and a specimen paper have been put on Show my Homework.

### Getting a top level answer

When completing 9 or 12 mark questions only write about two points with a final paragraph comparing the points made.

Always ensure that the case study is used to develop every point. You should use at least 4 sentences when developing points using key business terms throughout

### Mr Rocca's Top Tips for success in Business

Make your learning active. Complete workbook provided. Use Seneca Learning and BBC Bitesize as excellent online revision

Always use the case study on any question 4 marks and above

## CHILD DEVELOPMENT EXAMINATION INFORMATION

Students will be sitting the actual exam MONDAY 8<sup>th</sup> JUNE 2020

### Topics

- L01 - Understand reproduction and the roles and responsibilities of parenthood Learners
- L02 - Understand antenatal care and preparation for birth
- L03 - Understand postnatal checks, postnatal provision and conditions for development
- L04 - Understand how to recognise, manage and prevent childhood illnesses
- L05 - Know about child safety

### Format

Questions normally start with a case study/scenario and then stem questions on a specific topic area.

Combination of 1, 2, 3, 4, 5, 6, 8 mark questions.

There can be diagrams to annotate.

Tables of information can be provided with some information missing to complete.

One 8 marker question – quality of written work is assessed in this.

### Practice questions

Explain the advantages and disadvantages of using pethidine during labour.

Explain the third stage of labour.

Describe what routine checks in pregnancy involve and why they are completed.

How can a child's intellectual development be continued when they are in hospital?

### Getting a top level answer

#### 8 markers

- detailed explanation
- several examples
- Quality of Written Communication (QWC) is marked. Structure of answers, spellings and grammar are included.

#### Level 3 (7–8 marks)

Answers will provide a detailed explanation of at least two examples of ways parents/carers could help their child use the internet safely. Answers are coherent, clear and logically structured. There will be few errors, if any, of grammar, punctuation and spelling.

There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.

### Mrs Whitcomb's Top Tip for success in Child Development

Complete the revision calendar you have been given – one question a day up until the exam.

## CITIZENSHIP EXAMINATION INFORMATION

### Topics

Theme A – Living Together in the UK (Yr9)

Theme B – Democracy and Politics (Yr10)

Theme C – Law and Justice (Yr9)

### Format

A GCSE style exam paper which will include **three** sections for each of the units studied, these sections will include:

- multiple choice questions,
- short 'identity' and 'state' style questions designed to test your recall
- longer 'explain' questions designed to test your ability to expand on your answers

There will be a **fourth** section asking you to read a source on an issue linked to Themes A, B or C, and write an essay response which refers to all three themes as relevant.

### Practice questions

- Explain two human rights which support democracy
- Identify why it is important that local politicians come from a wide range of backgrounds.
- Using an example, explain what is meant by 'community cohesion'.
- Explain two roles carried out by the legislature.
- Identify two strengths and one weakness of a representative democracy.
- State two reasons why the youth justice system is different to the adult justice system.

FOR MORE QUESTIONS AND PRACTICE MATERIAL REFER TO THE T DRIVE.

### Getting a top level answer

- You cannot answer questions with only one or two words. This will not get you marks as it cannot show your knowledge.
- Read the question and make sure you answer it fully – 4 marks probably need you to write 4 pieces of unique information, typically 2 points and 2 examples.
- To get marks in an 'Explain' question need you to provide an example then go into detail about how this links the question.
- Use keywords where appropriate – Use 'Legislation' rather than 'Laws', use 'Community Cohesion' rather than 'people getting along'.
- In Citizenship you are advised to refer to, and link longer answers to politics and those in charge of making decisions.

### Ms Lagess's Top Tip for success in Citizenship

Make sure you know what the Equality Act 2010 and the Human Rights Act 1998 covers.

## COMPUTER SCIENCE EXAMINATION INFORMATION

### Topics

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject Units 1–4 below:

Unit 1 Fundamentals of algorithms

Unit 2 Programming

Unit 3 Fundamentals of data representation

Unit 4 Computer systems

### Format

90 minutes, 80 marks

A mix of multiple choice, short answer and longer answer questions assessing practical problem solving and computational thinking skills.

### Practice questions

- Ensure you can read and write the following statements using pseudocode
  - IF...Elif...Else
  - For loop
  - While Loop
  - Using arrays (lists)
  - String conversions
  - Comparing lists
  - Data types
  - Subroutines
- Be able to follow line by line algorithm and correctly complete a Trace Table
- Differences between High level and Low level language
- Binary to Denary to Hex conversions and Binary additions
- How image and sound files can be represented

### Getting a top level answer

- When reading a scenario you must take out the relevant information (abstraction) and then it break down (decomposition). Then you can start creating solution
- You must write around the questions to help you answer the questions. You cannot keep everything in your head, annotate or make little notes on the side to help you
- When writing pseudocode questions, as long as the coding makes sense you can achieve most/full marks. For example:

If  $X \neq 50$

OUTPUT "High score"



Can be written as

If X does not equal to 50 then

OUTPUT high score

- When filling trace tables, follow line by line and ONLY fill in the table IF there is a change. As long as the columns are correct, it does not matter which row you put them in. for example:

This would be correct

X	Y	Z
43	5	6
	20	
50	30	8

This would also be correct

X	Y	Z
43	5	6
50	20	8
	30	

### Mr Ahmad's Top Tips for success in Computer Science

Ensure you read the question carefully and use highlighters or coloured pens to highlight key parts of the questions

Where calculations are expected to be shown, you could still gain marks for showing your working even if you end up with incorrect final answer.

If producing pseudocode, then `string ← USERINPUT` will count as two statements – one for collecting user input, one for the assignment – this line of code may therefore be worth two marks so do not give up to easily and assume you have to write a lot of lines of code. Look at the marks that are being awarded

You may be asked to explain an answer – for example, for a sorting algorithm. 'Quicker' and 'faster' are not acceptable answers, you must explain why the algorithm is quicker or faster to gain a mark, so write in full sentences giving a point and then a justification of it.

## GCSE DANCE EXAMINATION INFORMATION

### Topics

Choreography and safe practice

Set phrases - performance skills and attributes

Professional works:

- Infra
- A Linha Curva
- Emancipation of Expressionism
- Within Her Eyes

### Format

Section A – choreography questions and safe practice questions (1-3 marks)

Section B – Set phrases - performance skills and attributes (1, 2, and 2 x 4 marks)

Section C – Professional works (1 mark, 2 mark and 2 x 6 marks)

### Practice questions

Describe an exercise that a dancer could do in order to warm up their ankles in preparation for jumps (2marks)

Explain the importance of a cool-down after dance exercise. Give examples to show how it could be made effective (3marks)

Safety is important in a dance class. State three different things a dancer should consider in order to keep safe and give a reason (3marks)

What type of skill is posture? (1mark)

Describe one exercise you can complete to improve your posture? (1 mark)

Outline a dance idea or theme that you could consider from this stimulus (1 mark)

Give two ways you could use relationships to communicate your dance ideas (2 marks)

Describe a motif you could choreograph for this dance. Your answer should refer to actions, space and dynamics (3 marks)

Suggest 2 choreographic devices you would use to develop the motif you have described above (2 marks)

Describe the costume used in... (2 marks)

How is the costume used effectively in...? (6 marks)

How is the set used effectively in...? (6 marks)

How does the movement and choreographic content enhance the choreographic intent of...? (6 marks)

### Getting a top level answer

Show excellent knowledge and understanding of how the use of choreographic processes informed the creation of choreography. Use well selected examples to illustrate this  
USE PEC for 6 mark questions (POINT, EVIDENCE, CONTRIBUTION)

### Ms Johnson's Top Tip for success in Dance:

Ensure you know the difference between your technical, physical, expressive and mental skills

## DRAMA EXAMINATION INFORMATION

### Topics

#### Component 3 – Section A

Component 3 is the written exam that will be done in May of year 11. Section A is a set of questions based on the play you have been studying since the beginning of year 10: DNA.

Regarding the play, you will need to have a confident understanding of:

- events in the the play on a scene by scene basis,
- how the play is structured,
- facts, attitudes, thoughts and feelings associated with each character at different stages of the play,
- the different locations of the play and how these are used to structure the play.

You will need to understand and know how to apply terminology associated with the performance of a text, including:

- vocal skills
- physical skills
- nonverbal communication
- use of stage space, including proxemics

You will also need to understand and know how to apply terminology associated with the following technical areas, as a director or designer:

- lighting
- sound
- costume
- staging
- set design
- props / stage furniture

FOR THE Y10 EXAM IN SPRING 2020, FROM THE DIFFERENT TECHNICAL AREAS LISTED ABOVE YOU JUST NEED TO HAVE REVISED THE 'LIGHTING' AND 'COSTUME' AREAS.

### **Format**

Section A is split into three areas:

- (a)(i) – 4 marks and (a)(ii) – 6 marks, will be getting you to answer questions from the perspective of a performer
- (b)(i) – 9 marks, and (b)(ii) – 12 marks, will be getting you to answer questions from the perspective of a director
- (c) – 14 marks, will be getting you to answer questions from the perspective of a designer

**Practice question:**

**You are involved in staging a production of this play.**

**Please read the extract on page 14, Danny: ‘This is not part of the plan’ to page 16, Jon Tate: ‘Isn’t that worth keeping hold of’ (Act 1, Scene 3).**

**6 (a)** There are specific choices in this extract for performers.

(i) You are going to play Lou. Explain **two** ways you would use **vocal skills** to play this character in this extract. **(4)**

(ii) You are going to play John Tate. He attempts to show his authority in this extract.

As a performer, give **three** suggestions of how you would use **performance skills** to show his authority in this extract.

You must provide a reason for each suggestion. **(6)**

**(b)** There are specific choices in this extract for a director.

(i) As a director, discuss how you would use **one** of the **production elements below** to bring this extract to life for your audience.

You should make reference to the context in which the text was created and performed. Choose **one** of the following:

- costume
- staging
- props/stage furniture. **(9)**
- 

(ii) Richard tries to make sense of the situation and hold the group together throughout most of the play.

As a director, discuss how the performer playing this role might demonstrate his status to the audience in this extract and the complete play.

You must consider:

- voice
- physicality
- stage directions and stage space. (12)

(c) There are specific choices in this extract for designers.

Discuss how you would use **one** design element to enhance the production of this extract for the audience.

Choose **one** of the following:

- . set
- . lighting
- . sound. (14)

### Getting a top level answer

For Section A, (a)(i) and (a)(ii) you get one mark for each suggestion and one mark for each appropriate answer so don't spend more than about 10 minutes on these questions.

Section A (b)(i) – make sure you make at least 2 links to context that are relevant. Consider how you will link to context when you select your bullet point option.

Section A (b)(ii) – you need to show understanding of 'the complete play' here, so compare how you would apply each named element in the 3 bullet points to a different part of the play in relation to the given extract

Section A (c) – the examiner wants to see a perceptive use of terminology in this question. There are most marks on offer in this question and so the level of detail needs to reflect this. Learn your acronyms so that you have a range of features that you can make suggestions about in relation to your chosen bullet point.

### You will not be doing Section B in the y10 PPEs

Section B: - for part (b) you need to evaluate and therefore you need to give a personal judgement on the effectiveness of the element that you have been asked to write about. Be clear about what the benchmarks for success might look like – did the director achieve his stated artistic intentions, or did the audience respond in the desired way, for example - and have these benchmarks ready

before you attempt to answer the question.

**Mr Rogers' Top Tip for success in the Drama written exam:**

- plan your time wisely and spend the amount of time that is commensurate with the amount of marks on offer
- don't get stuck – move on to the next question and come back to it later
- drill the solid technique that you are taught so that you can focus on what you write instead of how you write it
- learn your acronyms and keep testing yourself on the key subject knowledge areas

## DESIGN AND TECHNOLOGY EXAMINATION INFORMATION

### Topics:

Sustainability and Carbon Footprint; Product Life Cycle and Life Cycle Analysis (They are different).

Production methods and the reasons for their uses.

How ergonomics and anthropometrics are used. The importance of user centred design.

Smart and Technical materials including Rhovyl, Nomex, Kevlar and Polymorph

Electronic circuits and components including Microprocessors and Microcontrollers

Paper and Card

Mechanical Advantage, velocity ratio and class of levers

Types of polymers, their properties and uses.

Metal types

Natural and synthetic fibres/fabrics and their properties

Woods and Man-made boards and their properties

### Format

Answer all questions 1 to 5 in Section A. Pick one question from Section B – This should be from our focused area which is Natural and Manufactured Timbers.

State [1]

Explain [2] You must justify your answer

Describe the difference between [3]

Discuss the reasons [4]

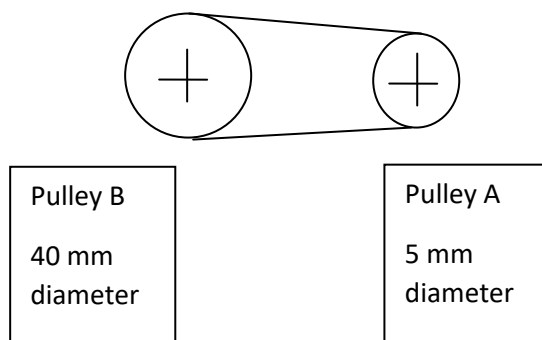
Evaluate [6]

### Practice questions

1. The sports training shirt below has been made using a thermochromic smart material. Explain why a thermochromic smart material has been used. [3]



2. The pulley system shown below is used to drive a toy vehicle.  
Calculate the rotational velocity (RV) of Pulley B when the motor connected to Pulley A rotates at 300rpm. (Show all workings.) [4]



### **Getting a top level answer**

**You must justify everything you write.**

Undertake a Life Cycle Analysis of the product and highlight its impact on the environment [6]

Life-cycle analysis considers the environmental impact from a product being launched with the growth/extraction of raw materials to the products' use and disposal. Trees are converted into planks or veneer that can then be used as a raw material for the product. This uses up energy and cutting down trees affects the environment by releasing carbon back into the atmosphere. Manage the cutting and planting of trees to sustain supply of materials to reduce environmental impact. The raw materials need to be transported to the location of manufacture. Transport costs are high. At each stage the energy used to transport (by lorry, ship, aeroplane) the materials has a large environmental impact and increases the products carbon footprint. Manufacturing takes place in different locations and the raw materials and the product are flat packed to save space and reduce costs of transportation. Built by the customer and easier to transport from shop to home they are packaged ready for distribution to sell in the shops. Location of manufacturing the products may be close to the raw materials and some outlets but may have to be transported to different locations. The products can be recycled to reduce environmental impact such as wood fibres being made into MDF sheets required for future production of other products. Global manufacturers could manufacture the product at various locations to save transportation costs.

Also consider the disposal of the product at the end of its life. Consider the type of finish added - Is it harmful to the environment?

### **Mrs Pearce's Top Tips for success in Design and Technology**

Take at least 5 minutes to read the whole paper before you start answering any question and read the questions thoroughly!

Remember your calculator – you will need to use it.



## ENGLISH LANGUAGE EXAMINATION INFORMATION

### Topics

Q1 Comprehension (4 marks)  
Q2 Language Analysis (8 marks)  
Q3 Structure Analysis (8 marks)  
Q4 Critical Evaluation (20 marks)  
Q5 Descriptive or Narrative Writing (40 marks)

### Format

Section A: students read a fiction source and respond to the 4 Reading questions.  
Section B: students respond to a picture stimulus or general question for Writing question.

### Practice questions

This will be put on SMH as a full practice paper.

### Getting a top level answer

- Make a carefully worded, relevant observation about the source
- Focus on writers' methods and how they are used to create meanings and effects
- Follow the question type strategies and time management plan learnt in lessons
- Plan your written response
- Check each paragraph of creative writing as you go – do not wait until end
- Write slowly and thoughtfully – quality over quantity – showing a range of vocabulary, punctuation, methods, sentence structures.

### Mrs Bhatt's Top Tips for success in English Language

1. Make sure your analysis begins with an observation or opinion that shows the examiner you've thought hard about the source
2. Be thorough in your analysis – say a lot about a little
3. Shape your writing so that the end links to the beginning

## ENGLISH LITERATURE EXAMINATION INFORMATION

### Topics

Q1 An Inspector Calls

Q2 Strange Case of Dr Jekyll and Mr Hyde

### Format

Q1 Students choose one of two questions (one will focus on character and the other on theme)

Q2 Question will be based on an extract. Students are expected to relate response to extract but also to the rest of the novel.

### Practice questions

This will be put on SMH as a full practice paper.

### Getting a top level answer

- Make a carefully worded, relevant observation about the text
- Use textual evidence
- Focus on writers' methods and analyse how they are used to create meanings and effects
- Plan your essay
- Think about the context of each text and include comments that show you understand the society and its values

### Mrs Bhatt's Top Tips for success in English Literature

1. Make sure your analysis begins with an observation or opinion that shows the examiner you've thought hard about the text and the question
2. Be thorough and specific in your analysis – say a lot about a little and focus on genre-specific methods
3. How you articulate your thinking matters, so pay attention to wording by writing clearly and upgrading vocabulary

## GEOGRAPHY EXAMINATION INFORMATION

### Topics

#### **Paper 1: Living with the Physical Environment 1 ½ hours**

**Equipment:** Black Biro, pencil, ruler, calculator

#### **Section A: The Challenge of Natural Hazards, Answer ALL Questions**

- Tectonic Hazards (e.g. HIC (Italy) & LIC (Nepal) contrasting Effects & Responses)
- Weather Hazards
  - Tropical Storms (e.g. Haiyan & Katrina, Effects & Responses)
  - UK Extreme Weather (e.g. Cumbria etc. Causes, Impacts & Management)
- Climate Change

#### **Section B: The Living World, DO NOT answer Hot Desert questions**

- Ecosystems (e.g. Epping Forest small scale UK ecosystem, Yellowstone large scale)
- Tropical Rainforests (e.g. Brazil causes of deforestation, impacts & Issues)
- ~~Hot Deserts~~ Don't answer: You are not studying this!
- Cold Environments (e.g. Alaska development opportunities & challenges)

#### **Section C: Physical LANDSCAPES in the UK, DO NOT answer Glacial questions**

- UK Coastal Landscapes (e.g. Dorset Landforms & management)
- UK River Landscapes (e.g. River Severn Landforms & management (River Thames))
- ~~UK Glacial Landscapes~~ Don't answer: You are not studying this!

### Format

- Multiple choice (1 mark)
- Gap fill (1 mark)
- Maps (1-2 marks)
- Use of written and visual sources (2-9 marks)
- Short answers (2-4 marks)
- Calculations/use of data (1-2 marks)
- Photo interpretation (2-6 marks)
- Map interpretation (1-2 marks)
- Longer developed answers (6 marks)
- Extended written argument (Point, Explain, Assess paragraphs) (9 marks)
- Hazards 9 marks will include 3 marks for SPaG (Spelling, punctuation & grammar)

### Practice questions

- Rewrite/improve your past exam questions using your teacher feedback
- Improve previous questions and continue answering your homework book exam questions
- Practice using the specimen exam papers and marks schemes on the T Drive in the Year 11 revision folder

**A few example questions:**

1. Explain why the majority of earthquakes and volcanoes occur at plate boundaries. (4 marks)
2. Using two named examples, evaluate the effectiveness of the immediate and long-term responses to a tectonic hazard in two countries of contrasting levels of wealth (9+3 marks)
3. Explain how the Global Atmospheric System affects the weather of the tropics. (4 marks)
4. 'Long term responses are more effective at reducing the effects of tropical storms than immediate responses.' To what extent do you agree with this statement? (9+3)
5. Using an example of an extreme weather event in the UK, to what extent were the economic effects more significant than the social effect. (9+3)
6. Using a named example, explain how change can have short-term and long-term effects on an ecosystem. (6 marks)
7. Explain, with reference to an example, why it is important to retain biodiversity. (4 marks)
8. Explain two benefits of international cooperation in sustainably managing tropical rainforests. (4 marks)
9. Evaluate whether economic development and the conservation of cold environments are achievable together. (9 marks)
10. Compare the characteristics of constructive and destructive waves. (4 marks)
11. Examine why a system of managed retreat may not be a feasible option in some parts of the coast. (6 marks)
12. Describe how the shape of a river valley changes downstream. (4 marks)

### Getting a top level answer

- Look at the question and number of marks available. 1 sentence won't get you 4, 6 9 or 12 marks!
- If there is a source, use it and let us know you've used it
- If it asks for your own knowledge or understanding, go beyond the source and bring in other examples, case studies and data
- 6 marks: Top marks need explaining and assessing with developed points
- 9 marks: Top marks need assessing and evaluating by looking at both sides before coming to an overall decision

### AO1 (knowledge):

- Give evidence – facts and statistics from case studies.
- Make reference to other named examples.
- Use subject specific terminology.

### AO2 (understanding):

- Explain the points you make, backed up with evidence.

### AO3 (interpret, analyse, evaluate):

- Make reference to any resources provided as well as your own case studies and

examples.

- Look at evidence for both sides of the argument
- Conclude your answer by making an overall judgement based on evidence provided in the main body.

**Mrs Stangroom's Top Tips for success in Geography:**

1a. Read the question CAREFULLY and annotate the key parts you have to answer:

- What is it asking you to do? (Describe, explain, assess)
- Do you have to talk about more than one thing? (Social & economic; opportunities & challenges)
- Do you have to use and refer to a figure?
- Do you have to use your own knowledge? (Named examples and case studies)

1b. Read the question AGAIN after writing your answer: have you answered all the parts?

## HISTORY EXAMINATION INFORMATION

### Topics

- The Weimar Republic, 1918-29
- The rise of Hitler, 1919-1933
- Nazi control and dictatorship, 1933-39
- Life in Nazi Germany, 1933-39

### Format

#### Time:

- 1 hour 30 mins

#### Question types:

- Source inference question – 4 marks
- Explain question – 12 marks
- Source evaluation question – 8 marks
- Comparing interpretations question – 4 marks
- Explaining interpretations question – 4 marks
- Evaluating interpretations question – 16 marks

### Practice questions

Your History teacher will provide you with an example paper to have a go at, and a revision guide which contains a whole list of practice questions. These are also on Show My Homework for you.

### Getting a top level answer

- Show specific and detailed knowledge and understanding of the period in all your answers. Make sure you go beyond the stimulus information to include details of your own.
- Explain events and periods in detail, writing sustained and logical explanations.
- When analysing and evaluating sources, make sure to consider both the content and the provenance of the source when you are making a judgement on how useful they are.
- When analysing and evaluating interpretations, make sure you pick out specific details from the interpretations and support them with your own detailed knowledge.

### Mr Godman's Top Tip for success in History:

As well as learning the content of the course off by heart, make sure you have looked at how to do the different types of question by watching the History Department YouTube tutorials at [www.youtube.com/CHSGhistory](http://www.youtube.com/CHSGhistory)

## HOSPITALITY AND CATERING EXAMINATION INFORMATION

### Topics:

**Job roles and responsibilities** – front of house, sous chef, manager, chambermaid, head chef, porter, receptionist

**HACCP** – stages of food delivery through to storage

**Dress code** – uniform for receptionists, chefs

**Environmental Health officer**– role and responsibilities

**Working hours, conditions and duties** – types of contract, number of hours,

**Job descriptions** – duties for receptionist (answering telephone, taking bookings, answering queries)  
Duties for head chef (prepare menu, oversee dishes, place orders)

**Equipment and their function** – types of specialist equipment and what they are used for (hand blender, electric whisk, food processor, food probe, blow torch)

**Food Safety and procedures – storage of ingredients and food items**

**Factors effecting a business** – our establishments, the economy, special events, trends

**Types of hospitality accommodation** – bed and breakfast, hostel, hotel

**Food Safety Laws and Legislations** – Food safety Act,

**Technology** – internet, public views, posters, business cards, social media

**Personal safety measures**– safety risks and measures, COSHH

**Food poisonings** – types of bacteria, symptoms, causes

**Hospitality and Catering provisions** – types of service, advantages and disadvantages

### Format

This paper is about the Hospitality and Catering industry, it is **not** about food nutrition. The paper is made up of a combination of short, 2-mark answers and longer answer questions.

### Practice questions

1. Bloomingdales Hotel needs to advertise for a Head Chef.

(a) Complete the advert for the Head Chef job. [4]

Bloomingdales Hotel Head Chef required

- Pay £25,000 per annum
- Hours to include mornings, evenings and all main holidays including Christmas

Responsibilities will include:

.....

.....

.....

.....

2. Sophie believes she contracted food poisoning from a sandwich bought at her local café. She has contacted the Environmental Health Department who will send an Environmental Health Officer to inspect the café.

(a) Describe the role of the Environmental Health Officer. [7]

(b) Describe the food safety legislation that the café should comply with in relation to food storage. [6]

(c) Name and describe the cause and symptoms of two common types of food poisoning by completing the table below. [6]

### Getting a top level answer

In 2012 London hosted the Olympic Games. Explain why business and sales within the hospitality and catering sector increased during and after the games. [6]

**Sample 2 marks**

The London Olympics had a good effect on the UK hospitality and catering industry as lots of people came to the UK to watch the games. They stayed in hotels and ate out more, which made more money for the hospitality and catering industry.

**Sample 4 marks**

During the London Olympics the UK had a lot of visitors from around the world. Jobs were created. Due to the increased number of visitors to all hospitality and catering provisions, most jobs had been created, as all hotels, B&B's and hostels were fully booked for the duration of the games. This also generated a lot more profit and money coming into the sector over this period.

**Sample 6 marks**

The hospitality and catering sector had already increased in profit after the bid for the Olympics was won by London, as the games had advertised the UK on a global platform. This encouraged more visitors to the country even before the games started. There was also a great deal of foreign investment to the UK in preparation for the London Olympics this generated spending within the UK and many more jobs especially within the hospitality and catering sector.

**Ms Brice's Top Tips for success in Hospitality and Catering**

To read the question twice and highlight the key word/term.



## MATHEMATICS EXAMINATION INFORMATION

### Topics

Both Papers contain a wide variety of Mathematical topics all of which can be found on the [www.chsgmaths.com](http://www.chsgmaths.com) (see the GCSE MATHS section at the top – then choose Hegarty checklist).

This is broken into 3 sections.

**Foundation:** for those taking the Foundation Tier and covers the more simple topics.

**Crossover:** for those students who want to practice either the higher end of the foundation paper or the lower end of the Higher paper

**Higher:** for those students taking the Higher tier and includes the most difficult topics

**The exam will contain all areas covered in class from year 7 up until Easter in Year 10 as well as some topics yet to be covered in order to stretch the most able.**

### Format

Two Exam Papers

**Paper 1 Non Calculator 60 minutes**

**Paper 2 Calculator Allowed 60 minutes – NOTE:** There will **not be** calculators or other equipment provided. Make sure you come equipped with a Calculator (Casio fx85ES is advised) and a standard set of mathematical equipment [ ruler, protractor, pair of compasses, pencil]

**#Tracing Paper – if needed will be provided**

### Practice questions

The best location for practice papers is the home page of the [www.chsgmaths.com](http://www.chsgmaths.com) website where practice exam papers, mark schemes and video solutions are available click on the large GCSE PAST PAPERS link in the middle of the screen

### Getting a top level answer

The best way to get a top level answer is to look carefully at the questions – see how many marks are available – show all the working and communicate your answers in a very clear way. To see what this looks like - view the Video solutions to exam papers and listen to the teacher who is doing the work for the reasons why they are answering questions like this.

### **Mr Alletson's Top Tips for success in Maths.**

The most important thing to do with Maths Revision is to do questions. Do not just spend time looking through your book or even a revision guide. First, attempt some questions then use (Revision notes/guides/your book) to assist you.

In order to find questions you have access to:

-drfrostmaths.com

-hegartymaths

-GCSE Maths Practice Papers

-If you click on the "Video Tutorials" link on the [www.chsgmaths.com](http://www.chsgmaths.com) website this will show you where written solutions to specific questions can be found along with the Topics taught.

## MEDIA STUDIES EXAMINATION INFORMATION

### Topics

- Newspapers
- Magazines
- Advertising
- Film Promotion
- Music Video

### Format

Your real exam will be two papers as follows:

#### Paper 1

One and a half hours.

Topics:

- Newspapers
- Magazines
- Advertising
- Film Promotion
- Video Games
- Radio

#### Paper 2

One and a half hours.

- Topics:
- Television Sitcom

Your **Year 10 mock exam** will combine both papers (see topics box above) and last two hours.

### Practice questions

Please see the unit guides for each unit you have studied which you have been given by your teacher, each of which contains a significant number of practice questions for the topics we have studied.

### Getting a top level answer

#### General Tips

- Read through all the feedback on your essays – this will remind you what you need to work on this time round.
- Read the questions carefully before answering them. One of the biggest collective problems with people's essays so far is that they don't answer the question.
- Make sure longer responses are written essay style with an introduction and conclusion and a clear focus on the question (see above). Any question over about 8 marks needs an essay style response.
- Get your timings right - allow one minute per mark.
- Use lots of specific examples from the media texts we have studied to support points you make.

#### What to Revise

- The set texts we have studied so far. You need to know them, your notes on them, and the essays we have planned and written for them inside out. You need to use specific examples from them to support points you make.
- Key words and facts for all the topics we have studied so far, go through the unit guides and use your flashcards.
- Social/historical/institutional context for everything we have studied so far.

#### **How to Revise**

- Make a “To Do” list of everything you need to revise, tick things off as you go through them.
- Use the textbook, there is a chapter in it for every topic we study, it is an invaluable source of information.
- If it helps you, make mind maps/ spider diagrams relating to key texts/topics.
- Use your flash cards/cue cards to memorise key vocab/theory/context/facts/figures on each topic.
- Use the textbooks if you have one, they’re good.

#### **Mr Nott’s Top Tip for success in Media:**

Get your timings right and don’t miss answering questions, support points you make with specific examples from the media texts we have studied. Good luck!

## MFL EXAMINATION INFORMATION

### Topics:

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and Festivals
- Home, town, neighbourhood and region
- Social issues
- School
- Holidays

### Format:

#### **Listening Exam (Foundation 35 mins, Higher 45 mins)**

Tick boxes answers

True / False / Not mentioned answers

Past / present / future questions

Questions & answers in English AND French/German/Spanish.

#### **Reading Exam (Foundation 45 mins, Higher 60 mins)**

Tick box answers

True / False / Not mentioned answers

Past / present / future questions

Questions and answers in English AND French/German/Spanish

### Practice questions:

## French Reading:

### 0 4 Social media

A newspaper has published the results of an online survey about the use of social networks in Belgium. Read the summary of the results.

Votre enfant est tout le temps en ligne, mais vous ne savez pas exactement ce qu'il fait ?

Nous avons demandé aux adolescents: « Pourquoi utilisez-vous les réseaux sociaux ? »

Voici les résultats:

- La majorité (55%) les utilise pour s'amuser. Ils disent même être accros à certains jeux.
- 28% se connectent pour rester en contact avec leurs amis.
- 15% en ont besoin pour leur travail scolaire.
- 10% sont d'avis que ça leur permet de rencontrer d'autres gens.
- 7% veulent faire comme leurs amis.
- Enfin, pour 5% des ados, ça les aide à gagner du temps car ils y organisent toute leur vie.

What percentage of people use social networks for the following reasons?

Complete the boxes.

0 4 . 1 To meet people  %

[1 mark]

0 4 . 2 For their studies  %

[1 mark]

0 4 . 3 To play games  %

[1 mark]

0 4 . 4 What is the least popular reason? Answer in English.

[1 mark]

## German Reading:

**0 2** You wake up one morning and find this note from Paul pushed under your door.

Hi, tut mir leid, wir sind nicht da. Mein Vater ist in der Nacht plötzlich krank geworden und Mutti und ich mussten ihn zum Krankenhaus bringen. Bitte, mach dir etwas zum Frühstück, du weißt ja, wo alles in der Küche ist, und geh dann zur Schule. Wenn ich weiß, was mit meinem Vater ist, schicke ich dir eine SMS.

Answer the questions in English.

**0 2** . **1** Why is nobody at home when you get up?

\_\_\_\_\_ [1 mark]

**0 2** . **2** Why should it not be a problem for you to make your own breakfast?

\_\_\_\_\_ [1 mark]

**0 2** . **3** When will Paul send you a text message?

\_\_\_\_\_ [1 mark]

## Spanish Reading:

0 2

The Spanish school has sent details of the activities for the week of your exchange and your teacher has posted them on your school intranet.

<b>lunes</b>	Partido de baloncesto: estudiantes ingleses contra estudiantes españoles
<b>martes</b>	Visita al teatro para ver la última comedia de Manuel García
<b>miércoles</b>	Excursión durante todo el día a un parque temático
<b>jueves</b>	Visita por la mañana a una piscina climatizada
<b>viernes</b>	Clase de cocina regional
<b>sábado</b>	Concierto de música presentado por la orquesta del colegio

On which day will you take part in each of these activities?

Answer in **English**.

0 2

. 1

Swimming

\_\_\_\_\_ [1 mark]

0 2

. 2

Basketball match

\_\_\_\_\_ [1 mark]

0 2

. 3

Visit to theme park

\_\_\_\_\_ [1 mark]

0 2

. 4

Theatre trip

\_\_\_\_\_ [1 mark]



**Getting a top level answer:**

Read the question! Answer questions in the correct language.

Learn vocabulary from each topic – check Kerboodle for vocabulary at the end of each unit

During the 5 minutes of preparation for the Listening exam, use your time to predict vocabulary and annotate questions

Listen and read for gist and use common sense when answering

Do not leave blank boxes.

Learn he/she / they form of verbs (main regular and irregular) for answering in French / German / Spanish.

In translations, be precise. Check through your work to make sure you have included every word

At the end of the exam, go through every answer again and check.

**Mr Castro's Top Tip for success** – Look at the example given to know the length of answer you need to write on the exam paper.

## MUSIC EXAMINATION INFORMATION

### Topics

- Music Theory
- Baroque period
- Classical period
- Romantic period
- Unfamiliar Listening

### Format

**The written exam will form 40% of your overall GCSE Grade. You will be marked on your ability to show:** AO3 Demonstrate and apply musical knowledge & AO4 Use appraising skills to make evaluative and critical judgements about music.

**6 questions each totalling 12 marks for each = 72 marks**

**2 music theory questions totalling 12 marks for each = 24 marks**

**Whole paper is out of 96 marks.**

### Types of Questions:

- Identify the key of the extract (1 mark)
- Give the meaning of **sotto voce** (1 mark)
- Describe how the musical elements are used in this extract. Do not repeat answers from questions (b) and (c).

Melody (3 marks)

Dynamics (3 marks)

- In the table below, **tick three musical features** heard in the extract (3 marks)

Musical Features	Tick three
Anacrusis	
Broken Chords	
Interrupted Cadence	
Sustained Notes	
Timpani Roll	
Triplets	

- Identify one brass and one woodwind instrument the plays in the extract (2 marks)
- Other than the double bass part, describe **three** features of **Pop** heard in this extract. (3 marks)
- Note 4 ways that version 2 is **different** from the original, **Version 1** (4 marks)
- Music Theory Questions – Similar to those given in class. Identify the key/time signature here. Explain the interval of these two notes. What note is this?

### Practice questions – Eduqas GCSE Music

- **Music Theory** – Utilise online resources and if needed SAO has practice booklets for this.
- **Listening** – Extracts will be on SMHW and papers available from Miss Ogden and online.

### **Getting a top level answer**

- Listen to as many pieces of music as possible within the four areas of study on the exam course:
- Area of study 1: Musical Forms and Devices (Western Classical 1650 – 1910)
- Area of study 2: Music for Ensemble
- Area of study 3: Film Music
- Area of study 4: Popular Music

Miss Ogden has examples of extended listening for each of these 4 areas.

Ensure you understand and can hear key musical features. Check all your keywords and make sure to identify them in music.

Make your answers detailed.

For the Year 10 exam, you will not be expected to write an extended answer on an unfamiliar extract.

### **Miss Ogden's Top Tips for success in Music**

- Answer every question – don't leave anything blank.
- Make logical decisions – know your keywords – if it is asking about melody then write a melodic key word (scalic, conjunct, disjunct etc.)
- Listen to as much music as you possibly can!
- Practice questions as much as possible.
- Read the question & amount of marks carefully.

## GCSE PE EXAMINATION INFORMATION

### Topics

#### Paper 1

- Health and Fitness
- Components of fitness
- Principles of training

#### Paper 2

- Well-Being
- Sedentary lifestyle
- Diet
- Classification of skills
- Goal Setting
- Feedback of performance
- Influences
- Commercialisation
- Sporting behaviour

### Format

- Multiple choice questions
- 1 Marker
- 2-4 Markers
- 6 Markers
- 2 x 9 Markers

### Practice questions

- Define the terms health and fitness. (1 mark)
- (a) Stating the fitness test used to measure the component of fitness. (b) Stating a different sport or physical activity, for each of the components, in which an excellent rating would be an advantage. (4 marks)
- Identify the term being described.
- Feedback given at the same time as the skill is performed. (1)
  - A- Concurrent
  - B- Manual
  - C- Visual
  - D- Terminal
- Evaluate the importance of intrinsic and extrinsic feedback for a player in an under 12 hockey team. (9)

### Getting a top level answer

#### **For example:**

- Protein intake allows the weightlifter's muscles to repair/grow (1)
- Should be consumed **soon** after exercise (1)
- So they can recover from training **more quickly** /so they can increase **protein synthesis** (1)

Accept any other appropriate responses.

1 mark for identifying repair/growth (AO1)

1 mark for relevance/link to activity (AO2)

1 mark for impact on protein synthesis (AO3)

### Miss Golightly's Top Tip for success in GCSE PE:

Always read over the question and do not waste time on the 1 or 2 markers and answer the 9 markers with AO1/AO2/AO3.

## RELIGIOUS STUDIES EXAMINATION INFORMATION

### Topics

- Living the Christian Life
- Living the Muslim Life

### Format

Each topic will have the usual (a), (b), (c) and (d) question within it. You will have 1 hour to complete the exam (30 minutes on each section)

### Practice questions

See the relevant pages in the revision guides / textbooks, but in the meantime:

- (a) Outline three Christian sacraments (3)
- (b) Explain two reasons why Sawm is important to Muslims (4)
- (c) Explain two reasons why evangelism is important to Christians. In your answer, you must refer to a source of wisdom or authority (5)
- (d) 'The benefits of Hajj outweigh the challenges' (12 + 3 SPaG)

Evaluate this statement, referring to Muslim teachings and reach a justified conclusion

### Getting a top level answer

Remember, as a rough guide: 1 mark = 1 sentence = 1 minute

Part (a) should be in full sentences, not bullet points

You will not succeed on parts (b) and (c) without developed knowledge about Christianity and Islam. You cannot blag these questions!

On (d), try to compare for and against (i.e. make a judgement about which is more convincing) instead of just listing the different views.

**Mr Treagust's Top Tip for success in RS:** make sure you have learnt your keywords. You will not be able to access some of the questions if you do not know the technical language (look at the glossaries for help with this).

## SCIENCE EXAMINATION INFORMATION

Topics		
Section	Combined Science	Triple Science
<b>A</b>	B1 – Cell structure and transport B5 – Communicable diseases B6 – Preventing and treating disease B7 – Non-communicable diseases B16 – Adaptations, interdependence, and competition	B1 – Cell structure and transport B5 – Communicable diseases B6 – Preventing and treating disease B7 – Non-communicable diseases B16 – Adaptations, interdependence, and competition
<b>B</b>	C1 – Atomic structure C3 – Structure and bonding C4 – Chemical calculations C5 – Chemical changes	C3 – Structure and bonding C4 – Chemical calculations C5 – Chemical changes C6 - Electrolysis C7 – Energy changes
<b>C</b>	P1 – Conservation and dissipation of energy P7 - Radioactivity P8 – Forces in balance P9 - Motion P10 – Force and motion	P1 - Conservation and dissipation of energy P8 – Forces in balance P9 - Motion P10 – Force and motion
<b>Format</b>  All students will take a 90 minute paper. This will contain 3 sections: <ul style="list-style-type: none"> <li>• Section A (Biology)</li> <li>• Section B (Chemistry)</li> <li>• Section C (Physics)</li> </ul> Each section will contain approximately 30 marks. For Combined Science, there will be a Higher tier and a Foundation tier paper. Your teacher will let you know which paper you will take.		
<b>Practice questions</b>  Here are three exam questions. You can find lots more practice questions, including mark schemes here: T:\Subjects\Science\KS4 GCSE – if you need more help finding the right revision resources for you ask your Science teacher.		
<div>02</div> Coronary heart disease (CHD) is a non-communicable disease.  CHD is caused when fatty material builds up in the coronary arteries.		

0 2 . 3

Explain how lifestyle and medical risk factors increase the chance of developing CHD.  
[6 marks]

---

---

---

---

---

---

---

---

---

---

---

---

0 2 . 2

Sodium atoms react with chlorine atoms to produce sodium chloride (NaCl).

Describe what happens when a sodium atom reacts with a chlorine atom.

Write about electron transfer in your answer.

[4 marks]

---

---

---

---

---

---

---

---

0 6 . 3

A lorry travels 84 m with a constant acceleration of  $2.0 \text{ m/s}^2$  to reach a velocity of 19 m/s

Calculate the initial velocity of the lorry.

Use the Physics Equations Sheet.

[3 marks]

---

---

---

---

Initial velocity = \_\_\_\_\_ m/s

#### Getting a top level answer

- Success in science is more about a broad knowledge of the subject than writing a long answer with lots of interesting vocabulary.
- Make sure you revise all of the content on the topic list. When you read the question in the exam, pick out the command word and think about what you are being asked to do. For example, describing a graph requires you to write down the link between two variables. Explaining a graph requires you to give a reason for that link.
- Look at the example questions carefully – more are available on the Public Drive here: T:\Subjects\Science\KS4 GCSE

#### Ms Mcready's Top Tips for success in Science

- Read the question carefully and highlight key information (e.g. figures, command words, units etc.)
- Use keywords effectively in your answers. Be specific e.g. 'The temperature decreases' is a much better answer than 'it goes down'.
- Look out for 'maths skills' – e.g. being asked to give an answer to 2 significant figures.
- Show your working in any calculations.
- For longer answers (4-6 marks), use bullet points to organise your answer more clearly.



## SOCIOLOGY EXAMINATION INFORMATION

### Topics

Social stratification

Research methods in context with social stratification

### Format

2x 1 marks- key concept multiple choice questions

2x 3 marks- 'describe'

1x 2 mark- extract research methods question (advantage/disadvantage)

4 x 4 marks

- extract 'identify and explain'
- methods in context 'identify and explain'
- key study 'identify and describe'
- methods in context 'identify and explain'

2x 12 mark- 'discuss how far sociologists would agree....'

### Practice questions

#### 3 mark:

- Describe what sociologists mean by an ascribed status
- Describe one example of charismatic authority
- Describe what sociologists mean by patriarchy
- Describe the process of embourgeoisement that may be experienced by some affluent workers

#### 4 mark:

- Identify and explain one disadvantage of using structured interviews to research people's experiences of racism in the UK
- Identify and describe the research method using by Peter Townsend, including what you know of his perspective on poverty
- Identify one group that is at risk of poverty in the UK and explain why this particular group is at risk of poverty

#### 12 mark:

- Discuss how far sociologists agree that children who are born into poor families in Britain will go on to experience poverty over the course of their lives.
- Discuss how far sociologists agree that the behaviour and culture of individuals is one of the most important reasons for poverty in modern Britain.
- Discuss how far sociologists agree that gender is the most significant division in British society today.
- Discuss how far sociologists agree that there is an underclass in modern British society.
- Discuss how far sociologists agree that Britain today is a patriarchal society.

## Getting a top level answer

### Show knowledge and understanding (AO1)

- Know and understand subject matter (theories, key thinkers, methods, key concepts and evidence/examples)

### Apply your knowledge (AO2)

- Be able to apply your knowledge to the set question. Use what you know about an issue in order to address the question specifically

### Analysis and evaluation (AO3)

- Make sense of any written or statistical information presented (this could be a graph or table)
- Draw on other relevant topics to show how different areas of sociology are related to each other
- Assess an explanation or an idea by identifying its strengths and weaknesses
- Evaluate one approach to a question or issue by comparing and contrasting it to other relevant approaches
- Reach a judgement or a balanced conclusion

**1 mark questions-** AO1- 1 mark

**2 mark questions-** AO3- 2 marks

**3 mark questions-** AO1- 3 marks

**4 mark questions-** AO1- 1 mark. AO2- 3 marks

**12 mark questions-** AO1- 4 marks. AO2- 4 marks. AO3- 4 marks

### Command words:

1. **Identify-** State a point briefly or name
2. **Describe-** set out the main features or characteristics
3. **From item B-** draw on relevant material
4. **Identify and explain-** briefly state a relevant reason and develop this by discussing the reason in more depth
5. **Discuss how far sociologists agree-** explain one side of the debate and criticise it, present other sides of the debate and come to a conclusion

### Miss Winders' Top Tip for success in Sociology

Remember to use sociological theory in each paragraph of your 12 mark questions and incorporate your key studies where relevant

