

Year 10

**End of Year
Examinations**

**Information for
parents &
students:**

Revision lists

English Language:

Paper 1

- 1 hour 45 minutes
- Section A = 4 questions responding to a fiction extract
- Section B = one extended creative writing task

Section A – 1 hour – 40 marks

Question 1:

Q1: Read again the first part of the Source from lines ____
List four things from this part of the text about _____.

4 marks
5 mins

- ✓ Re-read the text to find the answers
- ✓ Only use the specified lines
- ✓ Find four details only
- ✓ Write in full sentences – no one-word answers
- ✓ Remember you can paraphrase and/or quote from the text

Question 2: Language

Q2. Look in detail at the extract from _____ of the Source.
How does the writer use language here to describe _____?
You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

8 marks
12 mins
Follow ToMEE
Analyse a range
of evidence

Follow ToMEE – Topic Sentence, Method (subject terminology), Evidence, Effect

- ✓ Choose your evidence carefully
- ✓ Use your best evidence first
- ✓ Subject terminology should enhance your response
- ✓ The analysis must be precise and contextualised.
- ✓ Zoom in and explore connotations of your evidence

Question 3: Structure

Q3. You now need to think about **the whole of the Source**.
How has the writer **structured** the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the extract develops
- any other structural features that interest you.

8 marks
12 mins
Follow
ToMEEE
Beginning,
middle, end

Follow MEE – Structural method, evidence, effect

In the exposition/beginning, the writer uses.....

As the extract develops...

At the denouement/end, ...

- ✓ Consider the order of the text: the 'journey' that is created through the narrative: why are things revealed in a particular order?
- ✓ Discuss the beginning, middle and end
- ✓ Explain the effect on the reader and be specific
- ✓ Quote from the text to give examples

Question 3: How has the writer structured the text to...

A02: Explain, comment on and analyse how writers use structure to achieve effects and influence readers, using relevant subject terminology

<u>Sentence Stems...</u>	<u>Structural devices</u>	<u>Sentence Stems (Effects)</u>	<u>Sentence Stems (reader)</u>
The extract begins with... At the beginning, the writer...	<ul style="list-style-type: none">• Order of events (beginning, middle, end)• Change in focus• Repetition• First sentence• Last sentence• Patterns• Perspective change• Juxtaposition• Tense changes• Punctuation• Foreshadowing• Zoom in/Zoom out	This: <ul style="list-style-type: none">• shows• conveys• portrays• implies• communicates• insinuates• creates• highlights• Displays• Alludes• Hints• Expresses	This makes the reader... <ul style="list-style-type: none">• ask themselves• wonder• question• agree• sympathise• assume• remember• believe This makes the reader feel... <ul style="list-style-type: none">• shocked• amused• disgusted• outraged• confused• puzzled• sadness• melancholy• frustration• fury

Question 4: Evaluation and Analysis

Q4. Focus this part of your answer on the second part of the Source, from _____.

EXAMPLE STATEMENT: A student, having read this section of the text said: "The writer brings the **two different characters to life** for the reader. It's as if you are in the **carriage approaching the hotel** with them."

To what extent do you **agree** with this statement?

In your response, you should:

- write about your own impressions of the setting
- evaluate how the writer has created these impressions
- support your opinions with quotations from the text.

ToMEE – Topic sentence (agree/disagree), Method + Evidence, Evaluation

I strongly agree with the student's statement that the writer brings the characters to life for readers. Firstly, the writer describes how... The use of the [method] '...' implies... The word "..." implies... This clearly emphasises the sense of being in the carriage because it makes the reader think/feel/imagine...

20 marks
20-25 mins
ToMEE
3-5

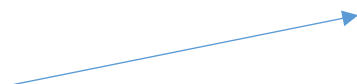
- ✓ Discuss both language and structure
- ✓ Analyse how writers' methods are used
- ✓ Evaluate how your chosen evidence supports the statement
- ✓ Discuss the specified part of the text only

Level	Skills Descriptor	
Level 4 Perceptive, detailed 16 - 20 marks	Shows perceptive and detailed evaluation: <ul style="list-style-type: none"> - Evaluates critically and in detail the effect(s) on the reader - Shows perceptive understanding of writer's methods - Selects a judicious range of textual details - Develops a convincing and critical response to the focus statement 	Level 4 Key Words: Detailed Perceptive Evaluation Detailed – Judicious
Level 3 Clear, relevant 11 - 15 marks	Shows clear and relevant evaluation: <ul style="list-style-type: none"> - Evaluates clearly the effect(s) on the reader - Shows clear understanding of writer's methods - Selects a range of relevant of relevant textual references - Makes a clear and relevant response to the focus on the statement 	Level 3 Key Words: Clear Relevant Evaluation Range of ideas
Level 2 Some evaluation 6 - 10 marks	Shows some attempts at evaluation: <ul style="list-style-type: none"> - Makes some evaluative comment(s) on effect(s) on the reader - Shows some understanding of writer's methods - Selects some appropriate textual reference(s) - Makes some response to the focus of the statement 	Level 2 Key Words: Some attempts Some Evaluation Some response
Level 1 Simple, limited 1-5 marks	Shows simple, limited evaluation: <ul style="list-style-type: none"> - Makes simple, limited evaluative comment(s) on effect(s) on the reader - Shows limited understanding of writer's methods - Selects simple, limited textual reference(s) - Makes a simple, limited response to the focus of the statement 	

Section B – 45 minutes – 40 marks

- Usually a choice of descriptive or narrative task
- Picture prompt for the description (usually for the description)
- Narrative task and the picture prompt usually link by theme to section A
- You can mimic the style seen in the section A extract – e.g. structure, language
- Use Standard English and write using formal language
- Show off your flair for writing: vocabulary, figurative language, sentence structure, structure of the narrative, etc.
- SPaG and vocabulary matters: it is worth 16 marks!
- 40 marks: *24 for content/organisation and 16 for SpaG*
- 45 minutes: *plan for 5, write for 35, proof-read for 5*

Example task:



0 5

Your local library is running a creative writing competition. The best entries will be published in a booklet of creative writing.

Either

Write a description of a mysterious place, as suggested by this picture:



or

Write a story about an event that cannot be explained.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

English Literature:

Text: Macbeth by William Shakespeare

Revise the following topic areas and characters:

- Macbeth
- Banquo
- Macduff
- The Tragic Hero
- Violence
- Bravery
- Power and ambition
- Duplicity (appearances vs. reality)
- Revise key vocabulary (e.g. hamartia)
- You will need to learn quotations to link elsewhere in the play – use your exercise book and supplied resources

The exam – 50 minutes – 30 marks available

In the exam, you will be given an extract from Macbeth and a question focusing (usually) on either a theme or character

- You must write an essay writing about the extract but also linking to elsewhere in the play – to compare, contrast or develop the ideas and themes established in your analysis of the extract.
- Follow ToMEE for your essays – explore big ideas in response to the question; analyse methods; make relevant links to writer's purpose, context and the effect on the audience.

Example question:

Read the following extract from Act 3, Scene 1 and then answer the question that follows.
Macbeth is on stage alone. He is now king and thinking about the witches' prophecy of Banquo.

MACBETH

*He chid the sisters
When first they put the name of king upon me
And bade them speak to him. Then, prophetlike,
They hailed him father to a line of kings.
Upon my head they placed a fruitless crown
And put a barren scepter in my grip,
Thence to be wrenched with an unlineal hand,
No son of mine succeeding. If 't be so,
For Banquo's issue have I filed my mind;
For them the gracious Duncan have I murdered;
Put rancors in the vessel of my peace
Only for them; and mine eternal jewel
Given to the common enemy of man,
To make them kings, the seed of Banquo kings!
Rather than so, come fate into the list,
And champion me to th' utterance.*

Starting with this extract, write about how Shakespeare presents ambition in the play. Write about:

- How Shakespeare presents Macbeth's ambition in this extract
- how Shakespeare presents ambition in the play as a whole.

Maths:

Number and algebra:

Algebraic fractions

Algebraic proof

Basic algebra (simplifying, expanding, factorising etc)

Equations (Forming and solving)

Formulae including changing the subject of a formula

Fraction and decimals including recurring decimals

Indices (Powers)

Iteration

Linear inequalities

Linear simultaneous equations

Quadratic Equations - by factorising, completing the square or by the formula

Percentages (including compound interest, reverse percentages)

Ratio and proportion

Sequences (nth term) including quadratic

Surds

Upper and lower bounds

Geometry and measures:

Angle Rules - alternate/corresponding etc. and polygons

Area and volume including arc length, sectors, cylinders, cones, frustums, spheres etc.

Compound measures

Pythagoras' Theorem

Similar shapes including linear/area/volume scale factors

Trigonometry including exact values

Sine and cosine rules including area of a triangle

Transformations (Reflections, rotations, translations)

Probability & Statistics:

Averages; Mean, median, mode and range including from grouped data

Cumulative frequency curves and box plots

Frequency diagrams including histograms

Probability including basics, tree diagrams and Venn diagrams

DT:

- Full specification - all topics

Computing:

GCSE Computer Science - AQA 8525 specification -

<https://filestore.aqa.org.uk/resources/computing/specifications/AQA-8525-SP-2020.PDF>

- 3.1 Fundamentals of algorithms
- 3.2 Programming
- 3.3 Fundamentals of data representation
- 3.4 Computer systems
- 3.7 Relational databases and structured query language (SQL) - ONLY SQL queries
- 3.8 Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

Music:

- Full specification - all topics

Art:

In the spring term of Year 10, students begin to develop their own themes for their coursework. This is exploring AO1, AO2 and AO3 of their assessment criteria (on the OCR Art & Design framework and available in the students' folders). For the Year 10 exam students will be allowed to have all their coursework with them. They will produce a new study based on their chosen artist and resource board.

Biology:

You will be assessed on everything you have covered in GCSE Biology since the start of Year 9:

- B1 Cell Structure and Transport
- B2 Cell Division
- B3 Organisation and the Digestive System
- B4 Organisation in Animals and Plants
- B5 Communicable Diseases
- B6 Preventing and Treating Disease
- B7 Non-communicable Diseases
- B8 Photosynthesis
- B9 Respiration
- B10 Human Nervous System
- B11 Hormonal Coordination

Physics:

Year 10 EOY Exam

Format:

Mixture of short and long answer questions

No multiple choice

Chapters covered in the paper:

Ch. 1 - Conservation and Dissipation of Energy
Ch. 2 - Energy Transfer by Heating
Ch. 3 - Energy Resources
Ch. 9 - Motion
Ch. 13 - EM Spectrum

Ch. 4 - Current Electricity
Ch. 6 - Molecules and Matter
Ch. 7 - Radioactivity
Ch. 10 - Forces & Motion
Ch. 16 - Space

Y9 content

≈ one third of
the paper

Y10 content

≈ two thirds of
the paper

Relevant equations you need to recall:

- $E_k = \frac{1}{2}mv^2$
- $F = ma$
- $E_p = mgh$
- $W = mg$
- $E = Pt$
- $F = ke$
- $W = Fs$
- $Q = It$
- $s = vt$
- $V = IR$
- $a = \frac{\Delta v}{t}$
- $E = QV$
- $p = mv$
- $\rho = \frac{m}{V}$

Excludes equations on the data sheet!

Chemistry:

You will be tested on Y9 topics in addition to the ones covered this year. The C1, 2, 3 etc refer to the chapters from the Chemistry textbook which you have a copy of, and can also be found on Kerboodle.

Y9 Topics

- C1 - Atomic Structure
- C2 - Periodic Table
- C3 - Structure and Bonding
- C9 - Crude Oil and Fuels
- C13 - The Earth's Atmosphere

Y10 Topics

- C4 - Chemical Calculations (not including C4.6-4.9)
- C5 - Chemical Changes
- C6 - Electrolysis
- C7 - Energy Changes
- C12 - Chemical Analysis

RE:

Advice:

The following units will be in your mock exam:

1. Relationships
2. Life & Death
3. Good & Evil
4. Human Rights

The units will be in the above order.

Complete all **FOUR** of the questions in each unit. The questions will be using the same format of (a), (b), (c) & (d) that we have used in assessments.

YOU NEED TO COMPLETE ALL 4 OF THE UNITS.

Economics:

1hr 45min exam on microeconomics. The exam will be a mixture of MCQs, short mark and longer mark questions. Topics to revise:

Economic activity

- Needs and wants
- The central purpose of economic activity
- The key economic decisions
- The main economic groups
- The factors of production
- Making choices
- The basic economic problem

Resource allocation

- Markets
- Allocation of resources
- Factor and product markets
- Economic sectors
- Primary, secondary and tertiary sectors
- Specialisation, division of labour, and exchange

How prices are determined

- Demand for goods and services
- The factors which determine the demand for a good or service
- Causes of changes in demand
- The difference between shifts of, and movements along, the demand curve.
- Supply for goods and services
- The factors which determine the supply of a good or service
- Causes of changes in supply
- Equilibrium price
- How equilibrium price is determined by supply and demand
- How markets supply and demand diagrams can illustrate a producer's revenue
- Excess demand and excess supply
- Intermarket relationships
- Complements and substitutes
- How changes in a particular market are likely to affect other markets

Price elasticity

- Price elasticity of demand
- Factors affecting price elasticity of demand
- Measuring price elasticity of demand
- Price elasticity of supply
- Factors affecting price elasticity of supply
- Measuring price elasticity of supply

Production, costs, revenue and profit

- Business objectives
- Types of costs
- Types of revenue
- Profit
- The importance of cost, revenue and profit for producers
- Moral and ethical considerations
- Production and productivity
- Economies of scale
- The meaning of economies of scale
- Types of economies of scale
- Diseconomies of scale

Competitive and concentrated markets

- Identifying market structures
- The main characteristics of a competitive market
- The impact of competitive markets on price and choice
- The economic impact of competition on producers and consumers
- The main characteristics of a non-competitive market
- The impact of non-competitive markets on price and choice
- Monopoly and oligopoly
- The role and operation of the labour market
- Determination of wages through supply and demand diagrams
- Gross and net pay

Market failure

- The meaning of market failure as misallocation of resources
- Implications of misallocation of resources
- Government intervention
- Defining externalities
- The difference between positive and negative externalities

History:

Page numbers refer to the WALSH textbook. Also use your own work from lessons, and resources on Teams. For exam technique use your assessment book (model answers, feedback, DIRT activities).

You will have a 1 hour 45 minute paper on:

International Relations 1918-1975 (1 hour)

AND

Germany 1925-55 (45 minutes)

For **International Relations 1918-1975** you need to revise:

- ✚ Treaty of Versailles p 10-13
- ✚ Other peace treaties 1919-1923 p 14
- ✚ German reactions to the Treaty of Versailles p 14
- ✚ Historians' judgement on Versailles p 15
- ✚ Aims and Structure of the League p 16-17
- ✚ League of Nations in the 1920s p 18-22 *Remember that Vilna is 1920 not 1930
- ✚ League of Nations in the 1930s- economic depression p 23-24
- ✚ League of Nations in the 1930s- rise of dictators p 25
- ✚ League of Nations in the 1930s- Manchuria p 26
- ✚ League of Nations in the 1930s- failure of disarmament p 27-28
- ✚ League of Nations in the 1930s- Abyssinia p 30-32
- ✚ Hitler's steps to war- Hitler's beliefs p 33
- ✚ Hitler's steps to war- early 1930s p 34-35
- ✚ Hitler's steps to war- Appeasement p 36-39
- ✚ Hitler's steps to war- late 1930s p 40-43

Changing Nature of Appeasement- Interpretations

- ✚ Popular majority view 1937-38 p 45
- ✚ Popular and political view 1939-48 p 46-47
- ✚ Orthodox view 1948-60s p 48-49
- ✚ Academic revisionist view p 50-51
- ✚ Academic counter-revisionist view p 52-54

The Causes of the Cold War

- ✚ Origins of the Cold War p 55-56

- ✚ Yalta and Potsdam Conferences p 56-58
- ✚ Iron Curtain Speech p 59
- ✚ Stalin's Takeover of Eastern Europe p 60
- ✚ Truman Doctrine and Marshall Aid p 61
- ✚ Berlin Blockade p 62-63
- ✚ Late 1940s Cold War p 64-65

Cold War Confrontations

- ✚ 1950s Cold War inc Korea p 67-68
- ✚ The Berlin Wall p 69-73
- ✚ The Cuban Missile Crisis p 74-79
- ✚ The Vietnam War p 80-89

Changing Nature of the Cold War- Interpretations

- ✚ US Orthodox view late 1940s- early 1960s p 98-99
- ✚ US Revisionist view mid 1960s-mid 1970s p 100-101
- ✚ Post-Revisionist view early 1970s-1989 p 102
- ✚ New Cold War Historians view 1989 onwards p 103-104

For Germany 1925-1955 you need to revise:

Weimar Germany

- ✚ Government system- use class work
- ✚ Stresemann years p 132-135

Rise of the Nazis

- ✚ Nazis in the early 20s p136
- ✚ Munich Putsch p 136
- ✚ Nazis in the wilderness 24-29 p 136-138
- ✚ Depression p 139
- ✚ Nazi campaigning tactics p 140-141
- ✚ Hitler's rise to power 1933 p 143

Consolidation of power

- ✚ Reichstag Fire p 144
- ✚ Enabling Act p 145
- ✚ Night of the Long Knives p 145
- ✚ Death of Hindenburg p 146
- ✚ Who killed German democracy? p 146

Control and Opposition in Nazi Germany

- ✚ National Community p 148-149, p155, p169-170
- ✚ Nazi control eg Concentration Camps, Gestapo etc p 150-151
- ✚ Propaganda and control of media/culture p 152-153
- ✚ Berlin Olympics p 154
- ✚ Education p 156
- ✚ Hitler Youth p 157
- ✚ Youth opposition p 158 (White Rose is in your exercise book)

Life in Nazi Germany and post-war Germany

- ✚ Women+ family p 159-160
- ✚ Economic policy p 161-163
- ✚ Persecution of minorities p 164
- ✚ Jews and Holocaust p 164-166 Impact of WW2 p 175-176
- ✚ Opposition e.g. Jews/Army p 166-168
- ✚ Impact of WW2 p 171-174
- ✚ Opposition in WW2
- ✚ End of WW2 in Germany p 178
- ✚ Denazification p 179-182
- ✚ Federal Republic of Germany (West Germany) p 183-185
- ✚ German Democratic Republic (East Germany) p 186-189

French:

The end of year examination will cover everything we have studied across Year 10. You should revise from your notes as well as from the revision materials which your teacher will give you.

What do we need to revise?

- Module 1 - Family and relationships, friends and what makes a good friend, role models, life when you were younger
- Module 2 - Sport, music, technology, hobbies, television and film
- Module 3 - Food and meals, daily life and routine, special occasions and family celebrations, festivals and traditions
- Module 4 - Talking about where you live, describing a region or town, directions, discussing what to see and do, plans and the weather

Your exam will consist of two parts: **Reading** and **Writing**.

The **reading** section will consist of past GCSE questions. Some will need to be answered in English and some in French. Some will be multiple choice. There will also be a translation from French into English.

The **written** section will require you to write a minimum of 80-90 words in French about a topic studied this year which will require you to give justified opinions, and write in the Present, Future and Past Tenses.

Your **listening** exam will take place in the lesson after exam week. This will contain a variety of questions. Some will need to be answered in English and some in French. Some will be multiple choice.

Spanish:

Verbs

- Present (including irregulars ie: SER, TENER, IR)
- Past Preterite (fui/comí, compré etc)
- Past Imperfect (tenía/era/compraba etc)
- Near Future (voy a ir etc)

- Simple Future (iré/veremos/compraré etc)
- Present Continuous (estoy comprando/están hablando)
- Indirect Object pronoun phrases (ie: me aburre/le interesa)
- Direct Object pronouns (ie: lo odio/la adoramos)
- Time Phrases
- Content from Units 1-4 of Viva GCSE (Use your Knowledge Organisers, Vocab Books, class notes and Quizlet) and Years 8-9
- Opinions
- Adjectives
- Articles (un, el, los etc)
- Adjective agreement
- Numbers
- Connectives
- Phrases (ie: suelo/acabar de/desde hace)
- Your reading exam will consist of short, multiple choice questions, longer answers in English/Spanish and a translation into English.
- Your writing paper will consist of a short translation into Spanish and a piece of extended writing that will require you to write about 4 bullet points (2 of which will be in different tenses)
- Your listening exam will take place in the lesson after Half-Term and will be multiple choice and brief answers in English.

Mandarin (MEP):

The end of year exam will cover the topics we have studied in Year 10. Please revise by using the knowledge organisers, class notes, revision worksheets that your teacher gave you.

The exam will cover the topics below:

- Media (TV programmes, film and music, internet, mobile phone, celebrities)

- Where I live (my local area, local amenities, leisure facilities, natural environment, when I was young, my house, local problems and green living)
- Holidays (weather and climate, transport, holiday experience, holiday plans, booking hotel, making travel arrangements)

The exam will contain listening, reading and writing.

- Your **listening** exam will be multiple choice and brief answers in English.
- Your **reading** exam will be multiple choice, brief answers in English, translation into English.
- Your **writing** exam will consist of a translation into Chinese characters, a small writing task of 70-80 characters, a main writing task of 125-150 characters.

Geography:

Unit 1 Living with the Physical Environment

Section A - The challenge of natural hazards

- Natural Hazards
- Tectonic Hazards
- Weather Hazards

- Climate Change
- CASE STUDIES
 - Chile and Nepal (Earthquakes)
 - Typhoon Haiyan (Weather Hazard)
 - Somerset Floods (UK Extreme)

Section B - The Living World

- Ecosystems - local and global
- Tropical Rainforests
- Malaysia case study
- Hot Deserts
- Case study of Thar Desert
- Adaptations of plants and animals

Unit 2 - Challenges in the Human Environment

Section A - Urban issues and challenges

- The urban world including patterns and reasons for urbanisation
- Rio case study including Favela Bairro Project
- Urban change in the UK
- Case study of Birmingham
- Big City Plan (urban regeneration)
- Urban sustainability (Freiburg case study)

PE:

Component 1 - 1hr 15 minutes 66 marks

- 1.1 Muscular-skeletal system
- 1.2 Cardio-respiratory system
- 1.3 Aerobic and Anaerobic Respiration
- 1.4 Short and Long term Effects of Exercise

- 2.1 Levers
- 2.2 Planes and Axes
- 3.1 Physical Training

Component 2 - 60 minutes 48 marks

- 1.1 Health and Lifestyle
- 1.2 Consequences of a sedentary lifestyle
- 2.1 Skill Continua and Practice
- 2.2 Goal setting
- 2.3 Guidance and Feedback
- 2.4 Mental Rehearsal