Scott

Scott Medical and Healthcare College

Care to learn
Learn to care

Revision List
Year 10

Assessment 1

Top 10 tips to support your child with revision

- Being a role model - Help support them with revision by asking them questions, reading their notes and listening to them
- Help them set goals - Encourage them to keep their goals planner visible – e.g. printed and displayed on their bedroom wall. Help focus them and talk to them about their goals regularly
- Keep them active - Encourage them to keep active on a daily basis
- Healthy eating - Encourage them to eat breakfast everyday Eating the right food and drink can energise your system, improve alertness and sustain your child through the long exams
- Time out - Encourage them to build in opportunities to take some time out every week, away from study
- Sleep patterns - Young people need between 8 – 9 hours sleep per night
- Unplugging - Encourage them to unplug from technology everyday. Help them switch off from technology at least 30 mins- 1 hr before going to sleep
- Staying cool & calm - Promote a balance of their academic studies & other activities during the week
- Belief - Give them positive reinforcement
- Be supportive

English

Type of assessment

'A Christmas Carol' Exam Essay

Length of assessment

50 minutes

- I can recall the plot of A Christmas Carol.
- I can recall the themes in A Christmas Carol.
- I can recall key quotations in A Christmas Carol.
- I can recall key characters in A Christmas Carol.
- I can recall the key context of A Christmas Carol.
- I can analyse Dickens' language in key extracts.
- I can understand Dickens' allegorical message.
- I can use a thesis to introduce an essay.
- I can structure an essay response.
- I can conclude an essay effectively.

Maths FOUNDATION

Type of assessment

50 Mark Recall Assessment, including vocab, fundamental topics and content from Half term 1/2

Length of assessment

One Lesson

- I can convert FDP
- I can work with fractions
- I can complete the 4 operations with fractions
- I can work with percentages
- I can work with ratio
- I can work with work rate problems
- I can work with powers, roots, index laws
- I can convert between SIF and ordinary numbers and use to calculate problems
- I can use basic algebraic concepts to notate and simplify expressions and equations
- I can substitute into expressions and equations
- I can expand and factorise bracket(s)
- I can solving equations
- I can rearrange formula to change the subject of an equation
- I can find missing angles in polygons

Maths HIGHER

Type of assessment

50 Mark Recall Assessment, including vocab, fundamental topics and content from Half term 1/2

Length of assessment

One Lesson

- I can use and apply all index laws to numerical and algebraic values
- I can read and use standard form for all types of numbers to solve problems
- I can use and apply the concepts of bounds, accuracy and truncation to solve problems
- I can apply all four operations to fractions and mixed numbers to solve problems
- I can solve percentage problems in context
- I can apply ratio concepts to solve problems
- I can use numerical and algebraic methods to solve direct and inverse proportion problems
- I can work with recipes
- I can calculate with surds
- I can work with sequences
- I can expand and factorise brackets and simplify algebraic terms
- I can rearrange all formulae to change the subject
- I can solve any type of linear equation and simple algebraic fractions (including rearranging the subject)
- I can perform prime factor decomposition
- I understand and can find LCMs and HCFs using a venn diagram
- I can solve simultaneous equations

Biology

Type of assessment

Mini Mock on topics covered so far this year.

30 Marks - Completed in 1 lesson.

Length of assessment

One lesson

- Compare aerobic and anaerobic respiration.
- State the uses of the different forms of respiration.
- Describe how blood flows through the heart and circulatory system.
- Explain the treatments for Coronary Heart Disease.
- Compare the structure of arteries, veins and capillaries.
- Complete a punnett square and give the probabilities of different genotypes and phenotypes.
- Define recessive and dominant in terms of alleles.
- Explain the adaptations that enable enables to survive in the conditions in which they live (e.g. hot or cold environments.)
- Explain how fossils are formed.
- Explain how adaptations mean a individuals in species may be more likely to survive than others.
- Describe the theory of evolution by natural selection.

Chemistry

Type of assessment

Mini Mock on topics covered so far this year.

30 Marks - Completed in 1 lesson.

Length of assessment

One lesson

- Compare endothermic and exothermic reactions
- Describe the changes in energy on the profiles in terms of the energy stored in bonds
- Describe the trends and properties of elements in groups 1, 7 and 0.
- Explain the order of reactivity using results from reactions of the metals with dilute acid and water.
- Describe and explain the different ways metals can be obtained or extracted.
- Describe the process of electrolysis of molten and aqueous substances.
- Identify gases using gas tests.
- Compare rechargeable and non-rechargeable batteries
- Describe and explain the method used to make a pure, dry salt sample.
- Write equations for neutralisation reactions

Physics

Type of assessment

Mini Mock on topics covered so far this year.

30 Marks - Completed in 1 lesson.

Length of assessment

One lesson

- Compare the current model of the solar system with an older model.
- Use data to calculate orbits in space.
- Describe the life cycle of a star.
- State how stars are similar to black bodies.
- Explain orbital motion.
- Describe applications of different types of lens
- Explain why objects appear to be different colours
- Explain how objects become statically charged.
- Describe how current and potential difference acts in series and parallel circuits.
- Explain how the total resistance in a circuit will change with the addition or removal of resistors in series and parallel.
- Explain the relationship between resistance and temperature in a filament lamp
- Explain what happens to the resistance in a circuit as the length of a wire is increased.
- Use the equation $Q = I \times t$ to calculate charge, current and time
- Calculate power using the equation $P = V \times I$ and $P = I2 \times R$

History

Type of assessment

Cold war until 1981

Length of assessment

One lesson 50 recall questions Second lesson 50 minutes exam style questions

- Grand Alliance and Wartime conferences
- Containment - USA
- Protection - USSR
- Berlin Blockade and Airlift
- Nato / Warsaw Pact / Arms race
- Hungary 1956
- Berlin 1958
- Cuba
- Detente
- Czechsolovakia 1968
- Soviet invasion of Afghanistan and the USA response

Geography

Type of assessment

Past Paper - Paper 2 Section A Exam A mix of short answers and extended writing (one 9 marker)

Length of assessment

50 minutes

- Patterns of urbanisation
- Push and pull factors affecting urbanisation
- Megacities
- Location and importance of Rio de Janeiro
- Social and economic opportunities in Rio
- Environmental challenges of urban growth
- Economic and social challenges in Rio
- Favelas
- Improving life for the urban poor: Favela Bairro Project
- Bristol: Major UK city and internationally important.
- Impact of migration on Bristol
- Social and economic opportunities in Bristol
- Social and economic challenges in Bristol
- Urban greening
- Environmental challenges in Bristol (Dereliction and urban sprawl)
- Waste management in Bristol

HSC

Type of assessment

Official BTEC Component 1 Assessment on 'Life stages', 'Development' and 'Factors' which will involve a written coursework document, this assignment is based on areas that impact on development throughout a given lifestage. This assessment will contribute 30% of students' overall grade in Year 11.

Length of assessment

6 hours

- Lifestages
- Physical development throughout each lifestage
- Intellectual development throughout each lifestage
- Emotional development throughout each lifestage
- Social development throughout each lifestage
- Factors (Physical, Lifestyle, Emotional, social, cultural, environmental, economic)
- Supportive/unsupportive relationships
- Life events (expected and unexpected)
- Coping with change caused by life events

Psychology

Type of assessment

Exam builder, exam questions

Length of assessment

45 minutes

Topic 11: Research methods – How do you carry out psychological research?

- Be able to identify:
  a. an independent variable (IV)
  b. a dependent variable (DV)
  c. extraneous variables, including
  (i) situational variables
  (ii) participant variables
- Understand the influence of extraneous variables and suggest possible ways to control for them, including:
  a. use of standardised procedures
  b. counterbalancing
  c. randomisation
  d. single-blind techniques
  e. double-blind techniques
- Be able to write a null hypothesis
- Be able to write an alternative hypothesis
- Methods of sampling, including strengths and weaknesses of each sampling method:
  a. understand target population samples
  b. understand random sampling
  c. stratified sampling
  d. volunteer sampling
  e. opportunity sampling

- Understand experimental and research designs, including strengths and weaknesses:
  a. independent measures
  b. repeated measures
  c. matched pairs
- Understand the reliability and validity of the following when analysing the planning and conducting of research procedures:
  a. sampling methods
  b. experimental designs
  c. quantitative methods
  d. qualitative methods
- Understand ethical issues in psychological research and how to deal with ethical issues, including:
  a. informed consent
  b. deception
  c. confidentiality
  d. right to withdraw
  e. protection of participants
- Understand research methods, including the features, strengths and weaknesses of the following, and the types of research for which they are suitable:
  laboratory experiment
  field experiment
  natural experiment
  interview, including
  a. structured
  b. semi-structured
  c. unstructured
  questionnaire, including
  a. closed-ended questions to elicit quantitative data
  b. open-ended questions to elicit qualitative data
  correlation
  case study
  observation
- Arithmetic and numerical working out:
  a. recognise and use expressions in decimal and standard form

b. estimate results
c. use an appropriate number of significant figures

- Be able to understand and use, including calculations:
  a. mean, and finding arithmetic means
  b. median
  c. mode
  d. ratios
  e. fractions
  f. percentages
  g. range as a measure of dispersion
  h. know the characteristics of normal distributions
- Be able to:
  a. construct and interpret frequency tables and diagrams
  b. construct and interpret bar charts
  c. construct and interpret histograms
  d. construct a scatter diagram
  e. use a scatter diagram to identify a correlation between two variables
  f. translate information between graphical and numerical forms
  g. plot two variables from experimental or other data and interpret graphs
- Understand, and know the difference between:
  a. primary data
  b. secondary data
- Understand, and know the difference between:
  a. qualitative data
  b. quantitative data
- Understand ethical issues in psychological research, including:
  a. know the term 'ethical issue(s)'
  b. use content, theories, and research drawn from the compulsory topics to explain ethical issues in psychological research

Topic 5: Social influence - how do others impact our behaviour?

- Know the terms:
  a. obedience
  b. conformity

- Understand conformity to majority influence and factors affecting conformity to majority influence, including:
  a. personality
  b. the situation
- Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of]Haney, Banks, and Zimbardo (1973) A Study of Prisoners and Guards in a Simulated Prison

Drama

Type of assessment

REAL Comp 1 Assessment on Frankenstein - which will involve a written coursework document plus practical engagement in workshop lessons.

Length of assessment

All lesson in January - March - 10 hours minimum

- I can devise drama
- I can prepare improvisation
- I can spontaneously improvise
- I can perform a range of different characters
- I can interpret script for performance
- I understand how semiotics impact performance
- I can work with a range of others
- I can identify key aspects of naturalistic performance style
- I can identify key aspects of a physical theatre performance style
- I can identify key aspects of an epic theatre performance style
- I can interpret script in performance
- I understand a range of roles within the performing arts and can elaborate on their responsibilities and skills
- I can describe a range of genres
- I can discuss a range of staging formats
- I can describe a range of narrative structures
- I can evaluate the work of self and others
- I can perform using a range of drama techniques

Revision

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