

# CHS Year 10 Exams

## Chorlton High School

### Summer Term Year 10 Exams Information for Students

For Year 10 Exams students will be assessed on their learning from within the curriculum. Below is a list of some of the key focusses for students to use to structure their revision and study at home. Their class teachers will be able to guide them through specific aspects of the Year 10 Exams taking place.

Subject	What I need to know	Key words I need to know	Subject	What I need to know	Key words I need to know
<b>English</b>	<p><b>This exam will be split into two parts.</b>  <b>Part 1:</b> Recall questions on Jekyll and Hyde  <b>Part 2:</b> A Poetry comparison question.</p> <p><b><u>PART 1: Jekyll and Hyde:</u></b>            You will need to have a clear understanding of the plot, themes, characters, context and key quotes from Jekyll and Hyde to be able to answer the recall questions for the first part of your test.</p> <p><b><u>PART 2: Poetry:</u></b>            Rigorously revise your <u>FAVOURITE 8 POEMS</u> by revising quotes, effects of</p>	<ul style="list-style-type: none"> <li>• Enjambment</li> <li>• Caesura</li> <li>• Imagery</li> <li>• Rhyme scheme</li> <li>• Stanza</li> <li>• Similarly</li> <li>• Whereas</li> <li>• Semantic field</li> <li>• Theme</li> <li>• Relationship</li> </ul>	<b>Food Preparation and Nutrition</b>	<ul style="list-style-type: none"> <li>• Food Nutrition and Health</li> <li>• Diet and Lifestyles</li> <li>• Dietary related diseases</li> <li>• Micro and Macro Nutrients</li> <li>• Sources of Food (Provenance)</li> <li>• Environmental impact of food</li> <li>• Food Hygiene and Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Organic, Genetically Modified</li> <li>• Hydroponics</li> <li>• Intensive farming</li> <li>• Crop rotation</li> <li>• Fairtrade</li> <li>• Homogenised</li> <li>• Primary and Secondary processing</li> <li>• Pasteurised, Sterilised, Evaporated</li> <li>• Food Miles</li> <li>• Carbon Footprint</li> <li>• Food Waste</li> </ul>



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	<p>language and structural choices and context/wider themes.</p> <p><i>You need to know how to COMPARE two poems. In the exam, one of the poems will be printed and you will have to choose one from memory to compare it to. Planning is key, so part of your revision can be planning out responses in timed conditions.</i></p>				
<p><b>Maths</b></p>	<p><b>Foundation 10Ma7 - 11</b></p> <ul style="list-style-type: none"> <li>• Angle Rules</li> <li>• Calculations with fractions</li> <li>• Circles</li> <li>• Compound Measures</li> <li>• Linear Graphs</li> <li>• Probability (including tree diagrams)</li> <li>• Product of Prime Factors</li> <li>• Ratio</li> <li>• Reverse Mean</li> <li>• Rounding</li> </ul> <p><b>Higher 10Ma1 – 6</b></p> <ul style="list-style-type: none"> <li>• Box Plots</li> <li>• Circles</li> <li>• Factorising Quadratics</li> <li>• Frequency Polygons</li> <li>• Histograms</li> </ul>	<p>Key Terms are throughout your exercise books and should be used alongside the revision of these topics.</p>	<p><b>French</b></p>	<ul style="list-style-type: none"> <li>• Being able to respond to an ask questions on the topic of Year 9 topics (family, tech, free-time activities, celebrations)</li> <li>• Being able to respond to an ask questions on the topic of year 10 topics (town and region, charity, environment, and holidays.</li> <li>• Describing a photo</li> <li>• Responding to a role play.</li> <li>• Reading for detail</li> <li>• Listening for detail</li> </ul>	<p><b>Vocab from key topics:</b></p> <ul style="list-style-type: none"> <li>• Family</li> <li>• Technology</li> <li>• Free-time activities</li> <li>• Customs and festivals</li> <li>• Town and region</li> <li>• Charity</li> <li>• Environment</li> <li>• Holidays.</li> </ul>



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	<ul style="list-style-type: none"> <li>Indices</li> <li>Linear Graphs and their equations</li> <li>Reverse Percentages</li> <li>Speed</li> <li>Trigonometric Ratios and Rules</li> </ul>				
<b>Science</b>	<p><b>ALL PUPILS:</b></p> <p><b>Chemistry Paper 1</b></p> <ul style="list-style-type: none"> <li>Atomic structure and the periodic table</li> <li>Bonding, structure and the properties of matter</li> <li>Quantitative Chemistry</li> <li>Chemical Changes</li> <li>Energy changes</li> </ul> <p><b>Physics Paper 1</b></p> <ul style="list-style-type: none"> <li>Energy</li> <li>Electricity</li> <li>Particle model of matter</li> <li>Atomic structure</li> </ul> <p><b>TRIPLE SCIENCE ONLY:</b></p> <p><b>Biology Paper 1</b></p> <ul style="list-style-type: none"> <li>Cell biology</li> <li>Organisation</li> <li>Infection and Response</li> <li>Bioenergetics</li> </ul>	<ul style="list-style-type: none"> <li>Atoms</li> <li>Elements</li> <li>Compounds</li> <li>Mixtures</li> <li>Relative atomic mass</li> <li>Electronic structure</li> <li>Energy stores, transfers and efficiency</li> <li>Power</li> <li>Non-renewable energy</li> <li>Renewable energy</li> <li>Voltage &amp; Current</li> <li>Resistance</li> <li>Density</li> <li>Specific heat capacity</li> <li>Latent heat</li> <li>Eukaryote</li> <li>Prokaryote</li> <li>Magnification</li> <li>Antiseptic</li> <li>Osmosis</li> <li>Metabolism</li> <li>Vaccination</li> <li>Photosynthesis</li> <li>Respiration</li> </ul>	<b>Geography</b>	<p>Unit 3 exam with synoptic links between topics studied in class.</p> <ul style="list-style-type: none"> <li>Global hazards</li> <li>Urban futures</li> <li>Changing climates</li> <li>Dynamic development</li> </ul>	<p><b>See MS Teams for Glossary of GCSE Terms</b></p>

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<p><b>Photography</b></p>	<p>Photography:</p> <ul style="list-style-type: none"> <li>• How to take an abstract photograph</li> <li>• How to isolate and crop</li> <li>• How to change contrast and tone on Photoshop</li> <li>• How to use the polygonal marquee tool</li> <li>• How to change the Aperture on your camera</li> <li>• How to troubleshoot camera settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Aperture</li> <li>• Isolate</li> <li>• Contrast</li> <li>• Crop</li> <li>• Hue</li> </ul>	<p><b>History</b></p>	<p><b>Weimar and Nazi Germany</b></p> <ul style="list-style-type: none"> <li>• Key Topic 1: Weimar Germany</li> <li>• Key Topic 2: Rise of Hitler</li> <li>• Key Topic 3: Establishing Dictatorship</li> <li>• Key Topic 4: Life in Nazi Germany</li> </ul> <p><b>How to answer:</b></p> <ul style="list-style-type: none"> <li>• Explain why (12)</li> <li>• Source utility</li> <li>• What (4)</li> <li>• Why (4)</li> <li>• How far do you agree (16+4)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>See your knowledge organisers in your book.</i></li> </ul>
<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>• How to make an observational drawing</li> <li>• How to apply tone</li> <li>• How to draw on challenging surfaces</li> <li>• Understanding quality of line</li> </ul>	<ul style="list-style-type: none"> <li>• Tone</li> <li>• Shape</li> <li>• Form</li> <li>• Three dimensional</li> <li>• Pressure</li> </ul>	<p><b>Media Studies</b></p>	<p><b>Key Topics from Year 10:</b></p> <ul style="list-style-type: none"> <li>• Advertising (OMO, Galaxy, and NHS adverts).</li> <li>• Radio (Radio 1 and KISS FM).</li> <li>• Music videos (Arctic Monkeys and Blackpink).</li> <li>• Online, Social and Participatory Media (Marcus Rashford and Kim Kardashian).</li> <li>• Magazines (Heat and Tatler).</li> <li>• Video Games (Lara Croft Go and Kim Kardashian Hollywood).</li> </ul>	<ul style="list-style-type: none"> <li>• Target audience</li> <li>• Preferred reading</li> <li>• PSB (public service broadcaster)</li> <li>• Conglomerate</li> <li>• Conventions</li> <li>• Demographics</li> <li>• Franchise</li> <li>• Mise-en-scene</li> <li>• Protagonist</li> <li>• Gratification</li> </ul>
<p><b>Business</b></p>	<p><b>Business in the real world</b></p> <ul style="list-style-type: none"> <li>• The purpose &amp; nature of businesses</li> </ul>	<ul style="list-style-type: none"> <li>• Use your class books and knowledge organisers to</li> </ul>	<p><b>Music</b></p>	<p>Students will be assessed on their ability to perform a solo on their live instrument/voice.</p>	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Interpretation</li> <li>• Expression</li> </ul>

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	<ul style="list-style-type: none"> <li>Types of Business ownership</li> <li>How a business sets business aims and objectives</li> <li>Stakeholders</li> <li>Business location</li> <li>Business planning</li> <li>Expanding a business</li> </ul> <p><b>Influences on business</b></p> <ul style="list-style-type: none"> <li>Technology (Used within Business)</li> <li>Ethical and environmental considerations made by businesses The economic climate of business</li> <li>Globalisation (how this impacts Business)</li> <li>Legislation (Used within Business)</li> <li>The competitive environment</li> </ul>	<p>familiarise yourself with key terms.</p> <ul style="list-style-type: none"> <li>You can also use your Key terminology booklet.</li> </ul> <p>Your knowledge organisers are on the Home Study site.</p>		<p>In order to prepare students should use the following resources:</p> <ul style="list-style-type: none"> <li>Instrumental/vocal lessons</li> <li>Rehearsal rooms</li> <li>GCSE Music Lessons</li> <li>Rehearse their piece every day for 20 mins</li> </ul>	<ul style="list-style-type: none"> <li>Technical demand</li> <li>Performance directions</li> <li>Tablature</li> <li>Notation</li> </ul>
<p><b>Computer Science</b></p>	<ul style="list-style-type: none"> <li>Data Representation: Binary &amp; Arithmetic</li> <li>Impact of Digital Technology</li> <li>Components and performance of the CPU</li> <li>Storage</li> <li>Networks (LAN/WAN/TOPOLOGIES)</li> <li>Programming Languages</li> <li>Logic Errors</li> </ul>	<ul style="list-style-type: none"> <li>Operating System</li> <li>Logical Operators AND, OR, NOT)</li> <li>Logical Expressions</li> <li>Truth Tables</li> <li>Logic Gates</li> <li>Logic Circuits</li> <li>Artificial Intelligence</li> <li>Machine Learning</li> </ul>	<p><b>Music Technology</b></p>	<p>Students will be assessed on their ability to create an arrangement of a song in a set genre on FL Studio. Students will have to plan, do the task and then complete a write up as part of their exam.</p> <p>In order to prepare students should use the following resources:</p> <ul style="list-style-type: none"> <li>Music Technology club</li> </ul>	<ul style="list-style-type: none"> <li>Chords</li> <li>Bass line</li> <li>Melody</li> <li>Structure</li> <li>Effects</li> <li>Panning</li> <li>Automation</li> <li>Arrangement</li> </ul>



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	<ul style="list-style-type: none"> <li>Variables</li> <li>Logic Gates</li> <li>SQL</li> </ul>			<ul style="list-style-type: none"> <li>MS Teams</li> <li>Music Technology Lessons</li> <li>Pearson Website</li> <li>YourTube videos on FL Studio</li> </ul>	
<b>Dance</b>	<p>Students will be demonstrating their understanding of performance skills, choreography, training, nutrition and the AQA anthology work: 'Shadows'</p> <p>This assessment is in the form of a written paper.</p>	<ul style="list-style-type: none"> <li>Stimulus</li> <li>Choreographic intention</li> <li>Action Content</li> <li>Spatial Content</li> <li>Dynamic Content</li> <li>Relationship Content</li> <li>Choreographic devices</li> <li>Climax</li> <li>Mood</li> <li>Production features</li> <li>Performance skills</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>Structure &amp; functions of the skeletal system</li> <li>The muscular system</li> <li>Structure &amp; functions of the cardiovascular system</li> <li>Structure &amp; functions of the respiratory system</li> <li>Short &amp; long term effects of exercise on the body systems</li> <li>Component of fitness</li> <li>Training methods &amp; fitness classes</li> <li>Training principles</li> <li>Fitness tests</li> </ul>	<ul style="list-style-type: none"> <li>Levers</li> <li>Antagonistic muscle pairs</li> <li>Stroke volume</li> <li>Cardiac output</li> <li>Tidal volume</li> <li>Vital capacity</li> <li>Oxygen debt</li> <li>Lactate accumulation</li> <li>Specificity</li> <li>Progressive Overload</li> <li>Reversibility</li> <li>Body composition</li> </ul>
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>Materials and their Properties (wood, metal, plastic, textiles, paper card and boards)</li> <li>Systems Design (Electronics)</li> <li>Industry and Automation</li> <li>Production techniques</li> <li>Sustainability</li> <li>User centred design</li> <li>CAD/CAM</li> <li>The work of others</li> </ul>	<ul style="list-style-type: none"> <li>Modification</li> <li>Component</li> <li>Properties</li> <li>Quality control</li> <li>Tolerance</li> <li>Wasting</li> <li>Abrading</li> <li>Absorbency</li> <li>Density</li> <li>Electrical conductivity</li> </ul>	<b>Religious Studies</b>	<p><b>Christian Beliefs:</b></p> <ul style="list-style-type: none"> <li>The Nature of God and incarnation</li> <li>Beliefs about creation, life, and death</li> <li>The problem of evil</li> <li>Resurrection, salvation, and salvation</li> </ul> <p><b>Islamic Beliefs</b></p>	<ul style="list-style-type: none"> <li>Salvation</li> <li>Crucifixion</li> <li>Resurrection</li> <li>Incarnation</li> <li>Ascension</li> <li>Atonement</li> <li>Articles of faith</li> <li>Tawhid</li> <li>Immanence</li> <li>Transcendence</li> </ul>

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	<ul style="list-style-type: none"> <li>• Design Principles</li> </ul>	<ul style="list-style-type: none"> <li>• Thermal conductivity</li> <li>• Strength, Hardness, Toughness, Malleability, Ductility, Elasticity</li> </ul>		<ul style="list-style-type: none"> <li>• Key beliefs about God</li> <li>• The Prophets and Holy Books</li> <li>• Predestination</li> <li>• Life After Death</li> <li>• Sunni and Shi'a</li> </ul> <p><b>Religion and Family</b></p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Gender equality</li> <li>• Sexual relationships and contraception</li> <li>• Marriage and divorce</li> </ul> <p><b>Religion and Life</b></p> <ul style="list-style-type: none"> <li>• Origins of the universe and life</li> <li>• The use of animals</li> <li>• Abortion</li> <li>• Euthanasia</li> </ul>	<ul style="list-style-type: none"> <li>• Predestination</li> <li>• Akhirah</li> <li>• Risalah</li> <li>• Imamate</li> <li>• Marriage</li> <li>• Divorce</li> <li>• Cohabitation</li> <li>• Monogamy</li> <li>• Polygamy</li> <li>• Sanctity of life</li> <li>• Quality of life</li> <li>• Stewardship</li> <li>• Dominion</li> </ul>
<p><b>Digital Information Technology</b></p>	<ul style="list-style-type: none"> <li>• User access restriction</li> <li>• Cloud Storage/Cloud Computing</li> <li>• Social Media</li> <li>• External Security Threats – Open networks</li> <li>• Data subject rights &amp; Copyright</li> <li>• Data protection</li> <li>• Information Flow Diagrams</li> <li>• Cookies</li> <li>• Ethical hacking</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics</li> <li>• Context</li> <li>• Structure</li> <li>• Data</li> <li>• Table, Graphs/Charts</li> <li>• Sparkline</li> <li>• Infographic</li> <li>• Validation</li> <li>• Verification</li> <li>• Primary Data</li> </ul>	<p><b>Sport Studies</b></p>	<p>Students have recently completed externally assessed work and coursework for this course.</p> <p>This information will contribute towards student's summer grading reports.</p>	<p>N/A</p>

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	<ul style="list-style-type: none"> <li>Impact on Environment</li> </ul>	<ul style="list-style-type: none"> <li>Secondary Data</li> <li>Sample</li> <li>Privacy &amp; Fraud</li> </ul>			
<b>Drama</b>	<p>Students will be assessed on their understanding and application of Drama through their performance of their Devised Thematic piece of theatre and completion of devising logs 1 and 2. This is coursework. The performance will be assessed under exam conditions as an evening performance.</p> <ul style="list-style-type: none"> <li>Alienation Effect</li> <li>Juxtaposition</li> <li>Epic Theatre</li> <li>Didactic</li> <li>Development of theatre</li> <li>Analysis and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Alienation Effect</li> <li>Juxtaposition</li> <li>Epic Theatre</li> <li>Didactic</li> <li>Development of theatre</li> <li>Analysis and evaluation</li> </ul>	<b>Spanish</b>	<ul style="list-style-type: none"> <li>Being able to respond to an ask questions on the topic of Year 9 topics (family, tech, free-time activities, celebrations)</li> <li>Being able to respond to an ask questions on the topic of year 10 topics (town and region, charity, environment and holidays.</li> <li>Describing a photo</li> <li>Responding to a role play.</li> <li>Reading for detail</li> <li>Listening for detail</li> </ul>	<p>Vocab from key topics:</p> <ul style="list-style-type: none"> <li>Family</li> <li>Technology</li> <li>Free-time activities</li> <li>Customs and festivals</li> <li>Town and region</li> <li>Charity</li> <li>Environment</li> <li>Holidays.</li> </ul>
<b>Enterprise and Marketing</b>	<ul style="list-style-type: none"> <li>Characteristics, risk, and reward for enterprise</li> <li>Market research to target a specific customer.</li> <li>What makes a product financially viable?</li> <li>Creating a marketing mix to support a product.</li> <li>Factors to consider when starting up and running an enterprise</li> </ul>	<ul style="list-style-type: none"> <li>Innovation</li> <li>Risk-taking</li> <li>Communication</li> <li>Negotiation</li> <li>Determination</li> <li>Financial/Commerce</li> <li>Profit</li> <li>Retention</li> <li>Franchise</li> </ul>			

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