

# YEAR 10

## End of Year Assessment Information Booklet

2021/22

Head of Learning: Mr Trumble  
Paul.Trumble@lowryacademy.org.uk



**The Lowry Academy**

The best in everyone™

Part of United Learning

# Year 10 Assessments

Dear Student,

## **Year 10 Assessments**

Starting now, from this evening, you should be ready to work/revise for up to two hours each night with a real sense of urgency and determination in an attempt to hit your 'Lowry 10' target each week. Remember, Lowry 10 is a way for you to remember to complete 10 hours of revision per week. This will include homework tasks as part of a structured revision programme, morning intervention and period 6 attendance. This six-week revision booklet is useful for you as students, but also for parents, form tutors and subject teachers to gain an overview of how your revision is progressing.

The pages of this booklet provide guidance as to what you should be doing as part of your revision plan and there are sheets provided to help you plan your time sensibly.

Make use of general revision sites such as Hegarty Maths, BBC Bitesize, Seneca Learning, YouTube and subject specific Twitter feeds for information and ideas, if you have access to the internet. In addition, use your knowledge organiser for revision tasks.

I hope that together we can help you to achieve results which reflect your full potential, but remember, how well you do is down to how hard you work now, so make sure you give this your best shot. So, in the words of Malcom X remember, 'Education is the passport to the future, for tomorrow belongs to those who prepare for it today!'

All the best

Mr Trumble

**Head of Learning for Year 10**

Paul.Trumble@lowryacademy.org.uk

# YOUR EXAM COUNTDOWN: USING THIS BOOKLET

- As soon as you receive your booklet, fill in your name and form on the front cover.
- At the start of each week, enter onto the **things to do** sheet a reasonable number of topics to be revised. You will also need to add homework as it is set.
- On your **revision timetable**:
  1. Enter your commitments – times when you will not be able to do homework or revision.
  2. Enter '**appointments with yourself**', one big thing per day that is really important to you and hopefully fun to do.
  3. Enter your **revision plan** onto the remaining time slots: what you intend to do in each hourly or half-hourly period, based on the topics which have been suggested by Heads of Faculty in relation to what will be on your mock exams.
  4. Mark with an asterisk \* those topics that you think you will need more time on and those that are really important.  
Cover these first.

NOTE: you should only revise for 30-40 minutes at a time, then take a short break.

Best wishes for your revision!

## HOW TO ORGANISE YOUR REVISION

- Collect your books together
- Clear a space where you can work comfortably
- Make sure you have a bright light
- Try to find a quiet place to work
- Set aside regular slots for revision
- Take a 5-10 minutes' break per hour
- Make sure you plan some relaxation e.g. watching television, playing music, seeing friends, exercising, playing football.

## WAYS OF REVISING

- Make posters of things you want to learn
- Draw flow-charts and diagrams
- As you read your notes, underline and highlight important points
- Make notes: especially bullet points
- Read out loud
- Ask someone to test you
- Explain a complicated system
- Practise questions when you have revised a topic
- Use your revision booklets.

# ON THE DAY OF AN EXAM

- Allow plenty of time for your journey to school
- Bring your pens, pencils etc. in a clear pencil case or plastic bag
- You are not allowed to bring your mobile phone or any other digitally enabled device into the exam room. It would be better to leave these at home during the exams.
- Bags and coats should be left in lockers.
- Wear full school uniform including your jumper; you may feel cold
- Once you go into the room you must be silent; no talking is allowed in an exam room
- You must not disturb anyone
- You must sit in your allocated seat for each examination which you sit.
- You must sit and face the front – do not communicate with anyone; this will help you to settle down before the exam begins
- If you have a problem or if you drop something put your hand up and an invigilator will help you
- External/Internal staff will be invigilating; they will deal with problems and make sure that no-one cheats
- You should not have any notes with you
- Keep an eye on the time; if you bring a watch you will have to take it off and place it on the desk so the invigilator can see it. If you cannot see a clock let an invigilator know.
- If you finish before the end, CHECK your work again
- Listen to what the invigilator/member of staff tells you at all times.

**These are rules which all schools have in examinations.**

**These rules help YOU to have the best and fairest opportunity to do well AND the exam boards require us to run exams in this way.**

## **BEFORE, DURING AND AFTER**

### **BEFORE THE EXAMINATION**

- Re-read through your notes but take a **quality break** e.g. have a bath or shower.
- Make sure that you have all the **equipment** needed; include spare pen(s).
- Make sure that you're **comfortable**; have a light snack/meal before each exam.
- **Arrive** about 15 minutes before the examination is about to begin.
- Make sure you go to the **toilet** before you enter the examination room.

### **DURING THE EXAMINATION**

- **Put your watch on the desk. Check the time and length of the exam and time it will end.**
- Read the instructions on the exam paper carefully and work out how long you can spend on each question.
- **If you have a choice of questions, tick the ones you have decided to do before you start.**
- If you are unsure of a question, leave it and come back to it but make sure you do attempt it. If you leave a question out then you automatically lose all of the marks on it. Never spend too long on one question – you must answer all the questions you are asked to.
- **Check what you have written and how you have written it. Check for factual mistakes, spelling and punctuation. Ask yourself, 'Have I answered the question?'**

- Always stay to the end of an exam using any spare time to review your answers and to ensure you have answered the required number of questions.
- Think about each question until you are sure you know what is required. It is worthwhile to spend a little more time thinking about the questions and a little less time actually answering it.
- Do not get bogged down with difficult questions where you may run out of time.
- **Keep your work neat and tidy.**
- Do not waste time copying out the question.
- **Always turn over the question sheet to see if there are any questions on the back.**
- If a topic or idea has disappeared from your memory, try jotting down related topics to see if there are any connections. Alternatively try to recall the page of your notes and the topics before and after those you have forgotten.
- **Take all the time given for the examination.**
- **If there is a Fire Alarm follow the invigilator's instructions. You must not go to your normal fire assembly point but must stay outside the Sports Hall in absolute silence as you are still under exam conditions.**

#### AFTER THE EXAMINATION

- Make sure you give yourself time to **relax and switch off** from the examination you have just had before turning your attention to revision for your next one. Don't dwell on what you have just done; it is over, and you will have to wait until results day to find out how well you did.
- Look at your **revision plan** when you get home so that you have a clear picture in your mind of what is to come next.
- Cross the examination off your timetable; this will give you a sense of achievement! **Well done!**

# TOP 10 REVISION TIPS

1. **HABIT** - Get into the habit of working in a regular routine.
2. **PLAN** - Plan your weekly revision, homework and leisure time on the timetables provided. Make sure you can realistically keep to the schedule that you have planned.
3. **PLACE** - Make sure that you work in the best possible environment:
  - The room should be well lit to reduce eye strain
  - Quiet with few distractions – no TV or Phones. Sit on a chair at a table or desk rather than lounging on your bed or so close to a window that you might get distracted.
  - Identify a set time and place for studying – most people study best in the mornings and evenings, but you need to work out the best time for yourself.
4. **ORGANISATION**
  - Be fully prepared. Books, paper, pens, drinks etc. should all be organised before you start.
  - Break each subject down into manageable chunks so that you can read over a topic once or twice in about 30 to 40 minutes. If you come across topics that you really don't understand, make a note of them and ask the subject teacher for help. When using a text book pay particular attention to what the author emphasises e.g. headings, lists, words in italics or bold print, chapter summaries.
5. **VARIETY** - Get some variety into your revision. Vary your use of revision materials: notes, revision cards, text books, websites, podcasts and videos. Keep a record of what you have done in this booklet to make sure you **cover all topics and don't avoid the more difficult ones**.
  - Begin your revision by re-reading your notes from the previous session. This will improve your recall. At the end of the week revise the whole week's work. Revision should involve checking your notes and writing down the main points may help you learn them more than you would by just reading them. As the exam draws nearer have 'key words' which trigger your memory.
  - Saying things out loud can help you to learn and can improve your use of appropriate vocabulary. It is important to test yourself after each piece of work. Identify some questions you might think will be on the paper and write an outline answer for each one.
6. **RELAX** - Try to stop revising at least an hour before you go to bed. Relax to help you sleep. Working late will make you feel tired the next day. Only watch TV programmes that you enjoy rather than to fill in time. Get up early to make good use of your time. Don't arrange holidays in the lead up to the examination period.
7. **COURSEWORK** - Make sure that all coursework is handed in to a standard which is the best of your ability.
8. **HONESTY** - Always be honest with yourself. Teachers can help you but they cannot do the work for you. Ask for help when you need it.
9. **POST-16** - Investigate all that is on offer at the college or sixth form of your choice, so that you can continue your learning and make the most of your hard work by adding to your qualifications and creating opportunities for yourself.
10. **PERSEVERE** - Don't give up: it really is not a long time and it will be worth it! Good luck!

# EXAMINATION QUESTIONS

There are three main types of examination questions:

- **Multiple choice**
- **Short answer**
- **Essay questions**

You should know which type of question to expect from preparation in lessons and familiarity with past examination papers.

Underline or highlight key words in the question so that your attention is constantly drawn to what has actually been asked of you. Underlining or highlighting keywords in this way draws your attention to what the question is asking you to do and enables you to check your answer against the question to make sure you have not missed out any parts. **Example: Outline the events leading to the First World War.**

## Common keywords used in exam questions:

<b>Account for</b>	give reasons for, make clear
<b>Analyse</b>	give detailed description by separating into different parts
<b>Assess</b>	give the value showing how important or successful
<b>Calculate</b>	find the value of, show each step of the calculation
<b>Clarify</b>	make simple, make clear
<b>Comment on</b>	make opinions about/give your point of view
<b>Compare</b>	look for similarities and differences between
<b>Consider</b>	what are your thoughts about
<b>Contrast</b>	find and explain the differences between
<b>Criticise</b>	give evidence to support your opinion about
<b>Define</b>	give the exact meaning of
<b>Demonstrate</b>	show how, give examples
<b>Describe</b>	give a detailed account of
<b>Discuss</b>	give the important aspects of, the pros and cons of
<b>Distinguish between</b>	give the differences between
<b>Evaluate</b>	discuss the importance or success of, including your opinion
<b>Examine</b>	investigate
<b>Explore</b>	look into
<b>Explain</b>	make clear giving reasons
<b>Give an account of</b>	in what way
<b>Illustrate</b>	give examples to make your points clear or use a drawing, diagram or figure to explain
<b>Interpret</b>	show the connections between things
<b>Justify</b>	give evidence for a particular point of view
<b>List</b>	make a list (sometimes in a certain order)
<b>Outline</b>	describe without detail, give the main features of
<b>Relate</b>	tell a story or show how things are connected
<b>Review</b>	give a critical survey of
<b>State</b>	present clearly but briefly
<b>Summarise</b>	bring together the main points without detail or examples
<b>Trace</b>	show how a topic has developed from beginning to end
<b>Translate</b>	give in a different form or language

## Multiple Choice Questions

This is where a set of alternative answers is given, like on 'Who wants to be a Millionaire', and the answer is usually recorded on an answer sheet.

Example: Sofia is the capital of which country?

A Hungary      B Bulgaria      C Romania      D Albania      E Austria

- Ensure you know how to use the answer sheet.
- Attempt all questions, perhaps doing the easier ones first.
- Cross out the obviously wrong responses so that you can concentrate on the others.
- Remember, there is only one answer to each question. Do not pick out answers without thinking because they look right.
- Guess the answers to questions you cannot do; you won't have time to deliberate over them for long.

## Short Answer Questions

Here you normally have to write a few words in the space provided in the question/answer booklet.

Example: Describe a test for hydrogen gas.

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2 marks

- Look at the number of lines for your answer and fill them. Be concise and to the point with your answer.
- Try to get a mark for each point you make. If marks are shown on the paper these often indicate the number of points you have to think of.
- If the question involves reading a section of writing from the examination paper you will usually have to combine the new information given with the knowledge you already have to give a satisfactory answer.

## Essay Questions

- Never rush in and start to answer essay questions without planning your answer first.
- Use the keywords you have underlined to help devise a pattern showing your ideas in outline and how they are connected.
- Think carefully about each section of your answer and how it is related to previous and future sections.
- Check that the plan will produce the essay that the question is asking for. Remember you will not have time to re-organise your answer later, so spend time planning it.
- If you run out of time, present your answer in note form.
- Check for spelling, punctuation and grammar.

**Revise your revision**

# EXAMINATION STATEMENT OF ENTRIES AND EXAMINATION TIMETABLES

## Examination Day

**Pen use** - Black ink is compulsory.

**Behaviour** – once you have entered the examination venue you must not communicate in any way with another student. You will be expected to abide by the rules and regulations and do what is asked of you by teaching or invigilation staff. Unacceptable behaviour will not be tolerated and will be dealt with appropriately.

**Invigilators** – the invigilators are there to help you. If you have a problem, feel ill, require more paper or equipment, put your hand up and an invigilator will assist. You must not ask for, and will not be given, any explanation of the questions.

**Pencil cases (clear)** – students are only permitted to use clear, see through pencil cases. You are advised to use black ink. Coloured pencils or inks may be used only where instructed.

**Late arrivals** – students may be permitted to sit an examination and receive the full time allowance. Please be aware that students arriving after 9.00am, for a morning examination or 1.15pm for an afternoon examination may be allowed to sit the examination, however, students should note that the awarding body has the final discretion whether to accept the script.

**Reminder** – you **MUST NOT** bring iPods, mobile phones, MP3/4 Players, smartwatches 'NO POTENTIAL TECHNOLOGICAL/WEB ENABLED SOURCES OF INFORMATION' into the exam. Possession of unauthorised items, such as a mobile phone, is a serious offence and could result in **DISQUALIFICATION** from your exam and your overall qualification. Incidents involving mobile phones etc. will be reported to the awarding bodies and could result in a loss of marks or cancellation of the paper.

**Results** – will be used to inform progress towards your targets

**Post Results Information** – detailed information with regard to post results services, for instance: review of marking, requests for photocopy or original scripts will be issued along with your examination results.

**WEEK BEGINNING – 25<sup>th</sup> April - 6 WEEKS TO GO**

<b>SUBJECT AND TOPIC AREA</b>	<b>WHAT WILL I REVISE?</b>

**WEEK BEGINNING – 25<sup>th</sup> April - 6 WEEKS TO GO**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>
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**WEEK BEGINNING – 2<sup>nd</sup> May - 5 WEEKS TO GO**

<b>SUBJECT AND TOPIC AREA</b>	<b>WHAT WILL I REVISE?</b>

**WEEK BEGINNING – 2<sup>nd</sup> May - 5 WEEKS TO GO**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>
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**WEEK BEGINNING – 9<sup>th</sup> May - 4 WEEKS TO GO**

<b>SUBJECT AND TOPIC AREA</b>	<b>WHAT WILL I REVISE?</b>

**WEEK BEGINNING – 9<sup>th</sup> May - 4 WEEKS TO GO**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>
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**WEEK BEGINNING – 16<sup>th</sup> May - 3 WEEKS TO GO**

<b>SUBJECT AND TOPIC AREA</b>	<b>WHAT WILL I REVISE?</b>

**WEEK BEGINNING – 16<sup>th</sup> May - 3 WEEKS TO GO**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>
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**WEEK BEGINNING – 23<sup>rd</sup> May - 2 WEEKS TO GO**

<b>SUBJECT AND TOPIC AREA</b>	<b>WHAT WILL I REVISE?</b>

**WEEK BEGINNING – 23<sup>rd</sup> May - 2 WEEKS TO GO**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>
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**WEEK BEGINNING – 30<sup>th</sup> May - 1 WEEK TO GO**

<b>SUBJECT AND TOPIC AREA</b>	<b>WHAT WILL I REVISE?</b>

**WEEK BEGINNING – 30<sup>th</sup> May - 1 WEEK TO GO**

<b>TIME</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>	<b>SATURDAY</b>	<b>SUNDAY</b>
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# English

Contact: [jennifer.farrell@lowryacademy.org.uk](mailto:jennifer.farrell@lowryacademy.org.uk)

## Year 10 four Week Revision Timetable

Week One:	<p><b>Monday:</b> Language Paper One revision – revise the structure of question two. <i>How does the writer use language to...</i></p> <p><b>Wednesday:</b> Literature revision – revise the context for An Inspector Calls.</p>
Week Two:	<p><b>Monday:</b> Language Paper One revision – revise the structure of question three. <i>How has the writer structured the text to interest you as a reader?</i></p> <p><b>Wednesday:</b> Literature revision – revise the context for Macbeth.</p>
Week Three:	<p><b>Monday:</b> Language Paper One revision – revise the structure of question four. <i>A student having read this paper said _____ and _____. To what extent do you agree?</i></p> <p><b>Wednesday:</b> Literature revision – revise the plot, characters and the theme of the supernatural for Macbeth</p>
Week Four:	<p><b>Monday:</b> Language Paper One revision – revise the opening and closing structure used to create the circular narrative in question five. <b>Open and close with the weather. The introduction of our character. Zoom in on an object of interest and then further develop your character.</b></p> <p><b>Wednesday:</b> Literature revision – revise the plot, characters and the theme of social class and society for An Inspector Calls</p>
Week Five:	<p><b>Monday:</b> Language Paper One revision – revise how to characterise a character within your narrative. <b>The introduction of our character.</b></p> <p><b>Wednesday:</b> Literature revision – memorise and find moments and quotations that link to the <i>Big Ideas for Macbeth</i> and the theme of the supernatural</p>
Week Six:	<p><b>Monday:</b> Language Paper One revision – revise how to zoom in on an area of interest for question five.</p> <p><b>Wednesday:</b> Literature revision – memorise and find moments and quotations that link to the <i>Big Ideas for An Inspector Calls</i> and the theme of social calls and society</p>
Top tip:	All this information can be found on your knowledge organisers/ Seneca/ UL Facing website/Oak Academy

# Maths

Contact: [david.rooney@lowryacademy.org.uk](mailto:david.rooney@lowryacademy.org.uk)

Week Beginning	Year 10 Foundation End of Year Revision Maths	
18 <sup>th</sup> April	Algebra <ul style="list-style-type: none"><li>• Linear Graphs</li><li>• Compound Measures</li></ul>	Hegarty Maths Clips <ul style="list-style-type: none"><li>• 199 – 207</li><li>• 874-875</li><li>• 716-722</li></ul>
25 <sup>th</sup> April	Algebra <ul style="list-style-type: none"><li>• Quadratic Graphs</li><li>• Linear Equations</li><li>• Simultaneous Equations</li></ul>	<ul style="list-style-type: none"><li>• 251,252,259</li><li>• 184-186</li><li>• 190-192</li></ul>
2 <sup>nd</sup> May	<ul style="list-style-type: none"><li>• Probability</li><li>• Standard Form</li></ul>	<ul style="list-style-type: none"><li>• 349-360</li><li>• 372-375</li><li>• 121-128</li></ul>
9 <sup>th</sup> May	Ratio <ul style="list-style-type: none"><li>• Simple Interest</li><li>• Ratio</li></ul>	<ul style="list-style-type: none"><li>• 93,97</li><li>• 328-334</li></ul>
16 <sup>th</sup> May	Percentages <ul style="list-style-type: none"><li>• Percentage Change</li><li>• Growth &amp; Decay</li></ul>	<ul style="list-style-type: none"><li>• 88-90</li><li>• 91-92,94, 738</li></ul>
23 <sup>rd</sup> May	Statistics <ul style="list-style-type: none"><li>• Scatter Graphs</li><li>• Averages</li><li>• Data</li></ul>	<ul style="list-style-type: none"><li>• 453-454</li><li>• 404-414, 419-420</li><li>• 392-393</li></ul>

# Science

Contact: [molly.hindle@lowryacademy.org.uk](mailto:molly.hindle@lowryacademy.org.uk)

Week One	Biology: B1 – Cell Biology Chemistry C1 – Atomic Structure and the Periodic Table
Week Two	Chemistry: C2 – Bonding, Structure and Properties of Matter Physics: P1 – Energy
Week Three	Physics: P2 – Electricity Biology: B2 – Organisation
Week Four	Biology: B3 – Infection and Response Chemistry: C3 – Quantitative Chemistry
Week Five	Chemistry: C4 – Chemical Changes Physics: P3 – Particle Model of Matter
Week Six	Biology: B4 – Bioenergetics Chemistry: C5 – Energy Changes Physics: P4 – Atomic Structure

# RE

Contact: [Philip.mckenzie@lowryacademy.org.uk](mailto:Philip.mckenzie@lowryacademy.org.uk)

Week:	Revision:
Week 1	<ul style="list-style-type: none"><li>• 1.1 - Trinity</li><li>• 1.2 - Creation</li></ul>
Week 2	<ul style="list-style-type: none"><li>• 1.3 - The Incarnation</li><li>• 1.4 - The Last Days of Jesus' life</li></ul>
Week 3	<ul style="list-style-type: none"><li>• 1.5 - Salvation</li><li>• 1.6 - Life after death</li></ul>
Week 4	<ul style="list-style-type: none"><li>• 1.7 - Evil and suffering</li><li>• 1.8 - Solutions to evil and suffering</li></ul>
Week 5	<ul style="list-style-type: none"><li>• 3.1 - Worship</li><li>• 3.2 - Sacraments</li></ul>
Week 6	<ul style="list-style-type: none"><li>• 3.3 - Prayer</li><li>• 3.4 - Pilgrimage</li></ul>

# Geography

Contact: [Philip.ince@lowryacademy.org.uk](mailto:Philip.ince@lowryacademy.org.uk)

Week One	<ol style="list-style-type: none"><li>1. What are natural Hazards and Plate Tectonics</li><li>2. Earthquake Case Studies – Chile and Nepal</li></ol>
Week two	<ol style="list-style-type: none"><li>3. Tropical Storms and Case Study – Typhoon Haiyan</li></ol>
Week Three	<ol style="list-style-type: none"><li>4. UK Extreme Weather – Somerset / Cumbria</li><li>5. Climate Change – adaptation and mitigation</li></ol>
Week Four	<ol style="list-style-type: none"><li>6. Ecosystems and Biomes</li><li>7. Rainforests – Malaysia or Brazil</li></ol>
Week Five	<ol style="list-style-type: none"><li>8. Deserts – Sahara or Thar</li></ol>
Week Six	<ol style="list-style-type: none"><li>9. Coasts</li></ol>

# Engineering & Construction

Contact: [Chris.Goodwin@lowryacademy.org.uk](mailto:Chris.Goodwin@lowryacademy.org.uk)

## Engineering

1. Types of Engineering
2. H&S Legislation
3. SI Units / Tolerances
4. Engineering Drawings
5. Materials Properties / Finishes
6. Tools & Equipment

## Construction:

1. Employer & Employee Responsibilities
2. H&S Legislation
3. HSE Powers
4. Site Security
5. Superstructures / Substructures
6. Roles in Construction

# History

Contact: [Alicia.shanks@lowracademy.org.uk](mailto:Alicia.shanks@lowracademy.org.uk)

	Content to cover	Relevant SENECA
Week 1	<ul style="list-style-type: none"> <li>• <b>Anglo-Saxon England</b> (Monarchy, government, legal system, economy and influence of the Church)</li> <li>• <b>Edward the Confessor and succession crisis</b> (House of Godwin, Harold Godwinson and his embassy to Normandy and the death of Edward)</li> </ul>	<ul style="list-style-type: none"> <li>• Anglo-Saxon society</li> <li>• Edward the Confessor and the succession crisis</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• <b>The rival claimants for the throne</b> (William, Hardrada, Edgar)</li> <li>• <b>The Battles of Fulford Gate and Stamford Bridge</b></li> </ul>	<ul style="list-style-type: none"> <li>• The rival claimants for the throne</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• <b>The Battle of Hastings</b></li> <li>• <b>Establishing control</b> (Submission of the earls and building castles)</li> </ul>	<ul style="list-style-type: none"> <li>• The Norman invasion</li> <li>• Establishing control</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• <b>Resistance and revolts</b> (Revolt of Edwin and Morcar 1068, Edgar Aethling and Rebellions in the north 1069, Hereward the Wake and the rebellion at Ely 1070-71, revolt of the earls 1075)</li> </ul>	<ul style="list-style-type: none"> <li>• Causes and outcomes of Anglo-Saxon resistance</li> <li>• Revolt of the Earls 1075</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• <b>The legacy of resistance</b> (Harrying of the North, changes in land ownership 1066-87, maintaining royal power)</li> <li>• <b>The feudal system and the Church</b> (Feudal hierarchy, extent of change to English society and economy, Church in society, Normanisation and reform of the Church)</li> </ul>	<ul style="list-style-type: none"> <li>• Legacy of Resistance to 1087</li> <li>• The feudal system and the Church</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• <b>Norman government and aristocracy</b> (Changes to the government under William, the sheriff, the 'forest', Domesday Book, the culture and language of the Norman aristocracy and Bishop Odo)</li> <li>• <b>William I and his sons</b> (The character and personality of William I, Robert and his revolt in Normandy 1077-80, William I's death and succession, the defeat of Robert and Odo)</li> </ul>	<ul style="list-style-type: none"> <li>• Norman Government</li> <li>• The Norman Aristocracy</li> <li>• William I and his sons</li> </ul>

## Revision advice

- Complete revision tasks on SENECA.
- Your class teacher has uploaded revision materials to your class folder on TEAMS for you to use and printed versions of these will be handed out.
- Complete exam questions and ask your teacher to mark them for you and provide feedback. When answering them, do this in timed conditions and without your notes. You can collect these from your teacher.

# Sociology

	Content to cover	Relevant SENECA
Week 1	<ul style="list-style-type: none"> <li>• <b>Unit 1 – Key Concepts</b></li> <li>* Key vocabulary and concepts such as norms, values, culture, cultural diversity etc.</li> <li>* Primary socialisation</li> <li>* Secondary socialisation</li> <li>* Nature vs Nurture debate</li> <li>* Feral children</li> </ul>	1.1 Introduction to Sociology
Week 2	<ul style="list-style-type: none"> <li>• <b>Unit 1 – Key Concepts</b></li> <li>* Identity (Gender socialisation, class identity, ethnic identity and national identity)</li> <li>* Informal and formal social control</li> </ul>	1.1 Introduction to Sociology
Week 3	<ul style="list-style-type: none"> <li>• <b>Unit 2 – Research Methods</b></li> <li>* Different types of data (primary, secondary, quantitative and qualitative)</li> <li>* Research methods (questionnaires, interviews, observations and mixed methods)</li> </ul>	6.1.4 Primary sources 6.1.5 Secondary sources 6.1.8 Questionnaires 6.1.9 Interviews 6.1.10 Observation
Week 4	<ul style="list-style-type: none"> <li>• <b>Unit 2 – Research Methods</b></li> <li>* PET issues in research (practical, ethical and theoretical – validity and reliability)</li> <li>* Sampling</li> <li>* The research process (aims, hypothesis, choice of method, evaluation)</li> </ul>	6.1.1 Research design 6.1.3 Other considerations (PET issues) 6.1.7 Sampling
Week 5	<ul style="list-style-type: none"> <li>• <b>Unit 3 – Families</b></li> <li>* What is a family?</li> <li>* Consensus view of the family – Functionalism (Look at Murdock and Parsons)</li> <li>* Conflict views of the family</li> <li>- Marxism (social class inequality) – Look at Marx and Zaretsky</li> <li>- Feminism (gender inequality) – Look at Delphy &amp; Leonard and Ann Oakley</li> </ul>	2.2 Family forms - 2.2.1 What is a family? - 2.2.2 Nuclear family 1.2 Sociological approaches 1.3 The consensus vs. conflict debate 2.1 Functions of families
Week 6	<ul style="list-style-type: none"> <li>• <b>Unit 3 – Families</b></li> <li>* Changing marriage patterns</li> <li>* Changes in conjugal roles</li> <li>* Divorce</li> </ul>	2.3 Conjugal roles 2.6 Divorce

## Revision advice

- Complete revision tasks on SENECA but remember that SENECA is based on the AQA exam board and we are Eduqas and so ignore any exam question advice it may give you.
- Your class teacher has uploaded revision materials to your class folder on TEAMS for you to use and printed versions of these will be handed out.
- Complete exam questions and ask your teacher to mark them for you and provide feedback. When answering them, do this in timed conditions and without your notes. You can collect these from your teacher.
- Watch the 'All Sociology' videos on YouTube. There is a GCSE playlist and this is based on our exam board and so is entirely relevant.

# MFL

Contact: [sarah.jones@lowryacademy.org.uk](mailto:sarah.jones@lowryacademy.org.uk)

Week	GCSE Theme/Topic (Guided Revision)	Homework
1	<b>Theme 1 – Identity &amp; Culture</b> <b>Topic 1: Me, my family and friends</b> <ul style="list-style-type: none"> <li>• Relationships with family and friends</li> <li>• Marriage/partnership</li> </ul> <b>Topic 2: Technology in everyday life</b> <ul style="list-style-type: none"> <li>• Social media</li> <li>• Mobile technology</li> </ul>	Languagenut – complete assigned tasks as guided revision  Revise general conversation from speaking booklets.
2	<b>Theme 1 – Identity &amp; Culture</b>  <b>Topic 3: Free-time activities</b> <ul style="list-style-type: none"> <li>• Music</li> <li>• Cinema and TV</li> <li>• Food and eating out</li> <li>• Sport</li> </ul>	Languagenut – complete assigned tasks as guided revision  Revise general conversation from speaking booklets.
3	<b>Theme 2 – Local área, travel &amp; tourism, global &amp; social issues</b> <b>Topic 1: Home, town, neighbourhood and region</b> <b>Topic 2: Social issues</b> <ul style="list-style-type: none"> <li>• Charity/voluntary work</li> <li>• Healthy/unhealthy living</li> </ul>	Languagenut – complete assigned tasks as guided revision  Revise general conversation from speaking booklets.
4	<b>Theme 2 – Local area, travel &amp; tourism, global &amp; social issues</b> <b>Topic 3: Global issues</b> <ul style="list-style-type: none"> <li>• The environment</li> <li>• Poverty/homelessness</li> </ul> <b>Topic 4: Travel and tourism</b>	Languagenut – complete assigned tasks as guided revision  Revise general conversation from speaking booklets.
5	<b>Theme 3 – School, Employment and future plans</b>  Topic 1: My studies Topic 2: Life at school/college	Languagenut – complete assigned tasks as guided revision  Revise general conversation from speaking booklets.
6	<b>Theme 3 – School, Employment and future plans</b>  Topic 3: Education post-16 Topic 4: Jobs, career choices and ambitions	Languagenut – complete assigned tasks as guided revision  Revise general conversation from speaking booklets.

## Useful websites

[www.languagenut.com](http://www.languagenut.com) Use the vocabulary trainer and exam questions to revise. The themes and sub-topics match those above

<https://www.bbc.co.uk/bitesize/examspecs/z4yyjhw> Themes and topics match as above

<https://quizlet.com/en-gb/content/gcse-spanish> Vocabulary flash cards and practice questions by theme and subtopic

# Health & Social Care

Unit 1:

Types of services -

Statutory, Private and Voluntary services.

Referrals –

Self, Professional, Compulsory and 3<sup>rd</sup> Party

Barriers to accessing services & ways to overcome them -

What is the CQC, what do they do, how do they report on provisions?

What is Ofsted, what do they do, how do they report on provisions?

Areas of Development – P.E.C.S

Physical, Emotional, Cognitive and Social.

The ages and names of the 6 life stages.

Care Needs at each life stage

Informal Care

Unit 2:

Professional skills, behaviours and attributes:

Trustworthy, Empathy, Professionalism, Respect, Objectivity, Commitment, Effective Communication and Interpersonal Skills, Patience, Teamwork etc.

Reflective Practitioner and Gibbs Reflective Cycle

Legislations and Standards

*Use class notes to support with revision*

# Computing

Contact: [sajida.shabir@lowryacademy.org.uk](mailto:sajida.shabir@lowryacademy.org.uk)

1.1 System Architecture	<ul style="list-style-type: none"><li>• The purpose of the CPU- fetch-decode-execute cycle</li><li>• Common CPU components and their functions- ALU (Arithmetic Logic Unit), CU (Control Unit) Cache, Registers</li><li>• Von Neumann architecture: MAR (Memory Address Register), MDR (Memory Data Register), Program Counter, Accumulator.</li><li>• Characteristics of CPUs affect their performance</li><li>• Embedded systems</li></ul>
1.2 Memory and Storage	<ul style="list-style-type: none"><li>• Primary storage</li><li>• Difference between RAM and ROM</li><li>• Virtual Memory</li><li>• Secondary storage- Optical/Magnetic/Solid State</li><li>• Data Storage- Bit/Nibble/Byte/Kilobyte/Megabyte</li><li>• Convert between Denary and 8-bit binary/Binary addition/Binary Shift</li></ul>
1: .3 Computer networks, connections and protocols	<p>1.3.1 Networks and topologies</p> <p>Types of network: o LAN (Local Area Network) o WAN (Wide Area Network) "</p> <p>Factors that affect the performance of networks.</p> <p>The different roles of computers in a client-server and a peer-to peer network. The hardware needed to connect stand-alone computers into a Local Area Network: o Wireless access points o Routers o Switches o NIC (Network Interface Controller/Card) o Transmission media "</p> <p>The Internet as a worldwide collection of computer networks: o DNS (Domain Name Server) o Hosting o The Cloud o Web servers and clients " Star and Mesh network topologies</p> <p>The hardware needed to connect stand-alone computers into a Local Area Network. -Wireless access points o Routers o Switches o NIC (Network Interface Controller/Card) o Transmission media.</p> <p>The Internet as a worldwide collection of computer networks- DNS (Domain Name Server) o Hosting o The Cloud o Web servers and clients.</p> <p>Star and Mesh network topologies</p> <p>Wired and wireless networks, protocols and layer</p>

	<ul style="list-style-type: none"> <li>• Modes of connection.- Modes of connection: o Wired • Ethernet o Wireless • Wi-Fi • Bluetooth</li> <li>• Encryption.</li> <li>• IP addressing and MAC addressing.</li> <li>• Standards.</li> <li>• Common protocols- o TCP/IP (Transmission Control Protocol/Internet Protocol) o HTTP (Hyper Text Transfer Protocol) o HTTPS (Hyper Text Transfer Protocol Secure) o FTP (File Transfer Protocol) o POP (Post Office Protocol) o IMAP (Internet Message Access Protocol) o SMTP (Simple Mail Transfer Protocol) `` The concept of</li> </ul>
<p>1.4 Threats to computer systems and networks</p>	<p>Forms of attack: o Malware o Social engineering, e.g. phishing, people as the 'weak point' o Brute-force attacks o Denial of service attacks o Data interception and theft o The concept of SQL injection.</p> <p>Common prevention methods: o Penetration testing o Anti-malware software o Firewalls o User access levels o Passwords o Encryption o Physical security</p>
<ul style="list-style-type: none"> <li>• 2.2 Programming fundamentals</li> </ul>	<p>Standard searching algorithms: o Binary search o Linear search ``</p> <p>Standard sorting algorithms: o Bubble sort o Merge sort o Insertion sort</p>
<p>2.4 Boolean logic</p>	<p>Simple logic diagrams using the operators AND, OR and NOT `` Truth tables `` Combining Boolean operators using AND, OR and NOT.</p>

# Childcare and Development

Contact: [sarah.miller-allen@lowryacademy.org.uk](mailto:sarah.miller-allen@lowryacademy.org.uk)

Unit 1:

Types of provision -

Statutory, Private, Independent and Voluntary services.

Types of settings –

Use the table in class notes and homework on local provision

Preparing for Placement, Areas to consider

Finding a setting, Communication with the setting, Timekeeping & attendance, Dress Code, DBS, Paperwork, Positive Attitude and Behaviour

Responsibilities of a EY worker on Placement

Safeguarding, Health, Safety & Security, Working with the EYFS Framework, Professional & role model, Confidentiality, Policies and Procedures, E&D, Recognising when to refer

EY Statutory Framework-

7 areas–

3 Prime areas: Communication & Language, Physical Development, & Personal, social and emotional development.

4 Specific areas: Literacy, Mathematics, Understanding the World & Expressive arts and design.

Learning Styles & Study Skills

Visual, Auditory and Tactile

Equality, Diversity and Inclusive Practice.

Areas of Development – P.I.L.E.S

Physical, Intellectual, Language, Emotional, and Social.

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# Enterprise and Marketing

Contact: [sajida.shabir@lowryacademy.org.uk](mailto:sajida.shabir@lowryacademy.org.uk)

<p>Week One</p> <p>Learning Outcome 1: Understand how to target a market</p>	<p>1.1 The need for customer segmentation, i.e. customers vary because of the: • Benefits they require • Amount of money they are able/willing to pay • Quantity of goods they require • Quality of goods they require • Time and location they wish to purchase the goods</p> <p>1.2 Types of market segmentation, i.e. • Age • Gender • Occupation • Income • Geographic • Lifestyle</p> <p>1.3 The benefits of market segmentation, i.e. • Ensures customer needs are matched and met • Potential for increased profits/profitability • Increased customer retention • Allows for targeted marketing • Potential for an increase in market share</p> <p>1.4 The purpose of market research, i.e. • To reduce risk • To understand the market • To promote the organisation • To aid decision making • To gain customers' views and understand their needs • To inform product development.</p> <p>1.5 Primary (field) market research methods (physical or digital) and their benefits, i.e. • Observations • Questionnaires • Surveys • Focus groups • Consumer trials</p> <p>1.6 Secondary (desk) market research sources and their benefits, i.e. • Internal data • Books/newspapers/trade magazines • Competitors' data • Government publications and statistics • Purchased research material (e.g. Mintel)</p> <p>The types of customer feedback techniques available to business start-ups, i.e.</p>
<p>Week two</p> <p>Learning Outcome 2: Understand what makes a product or service financially viable</p>	<p>A range of factors that affect the viability of products or services, i.e.</p> <p><b>2.1 Cost of producing the product or service, i.e. • Fixed costs i.e. costs that do not vary with output, i.e. - rent - loan repayment - insurance - advertising - salaries - utilities</b></p> <ul style="list-style-type: none"> <li>• Variable costs i.e. costs that do vary with output i.e. - raw materials - components - stock - packaging • Total costs i.e. fixed costs + variable costs</li> </ul> <p><b>2.2 Revenue generated by sales of the product or service, i.e.</b></p> <ul style="list-style-type: none"> <li>• How to calculate total revenue (Selling price x Number of sales)</li> </ul> <p><b>2.3 Use of break-even as an aid to decision making, i.e.</b></p> <ul style="list-style-type: none"> <li>• Definition of break-even - i.e. the level of output where Total revenue = Total costs</li> <li>• Break-even formula - i.e. Fixed costs Selling price per unit - Variable cost per unit</li> <li>• Break-even graphs - interpretation of a break-even graph in order to identify the break-even point</li> <li>• How break-even information is used</li> </ul>

	<p><b>2.4 Profit level, i.e.</b> • How profit per unit is calculated - i.e. Revenue (selling price) per unit - Total costs per unit • How profit is calculated for a given level of output - i.e. Sales revenue - Total costs</p>
<p>Week Three</p> <p>Learning Outcome 3: Understand product development</p>	<p><b>3.1 The product lifecycle, i.e.</b> • Development • Introduction • Growth • Maturity • Decline</p> <p><b>3.2 Extension strategies for products in the product lifecycle and the appropriateness of each, i.e.</b> • Advertising • Price changes • Adding value (e.g. improving the specification of an existing product) • Exploration of new markets (e.g. new geographic market, new target markets) • New packaging</p> <p><b>3.3 How to create product differentiation, i.e.</b> • Establishing a strong brand image for goods or services • Design mix model - i.e. the variables that contribute to successful product design - function, cost and appearance</p> <ul style="list-style-type: none"> <li>• Identifying a clear unique selling point (USP) • Offering improved: - Location - Features - Functions - Design - Appearance - Selling price</li> </ul> <p><b>3.4 The impact of external factors on product development, i.e.</b> • Technological developments (e.g. developments in technology that affect production capabilities and consumer preferences) • Economic issues (i.e. recession, boom and their effects) • Legal issues (i.e. copyright and patent, product safety standards)</p>
<p>Week Four</p> <p>Learning Outcome 4: Understand how to attract and retain customers</p>	<p><b>4.1 Factors to consider when pricing a product to attract and retain customers, i.e.</b> • Income levels of target customers • Price of competitor products • Cost of production</p> <p><b>4.2 Types of pricing strategies and the appropriateness of each, i.e.</b> • Competitive pricing • Psychological pricing • Price skimming • Price penetration</p> <p><b>4.3 Types of advertising methods used to attract and retain customers and the appropriateness of each, i.e.</b> • Leaflets • Social Media • Websites • Newspapers • Magazines • Radio</p> <p>4.4 Sales promotion techniques used to attract and retain customers and the appropriateness of each, i.e. • Discounts • Competitions • Buy one get one free (BOGOF) • Point of sale advertising • Free gifts/product trials • Loyalty schemes</p> <p><b>4.5 How customer service is used to attract and retain customers, i.e.</b> • Product knowledge • Customer engagement (e.g. presentation, communication skills) • After sales service</p>
<p>Week Five</p> <p>Learning Outcome 5: Understand factors for consideration when starting up a business</p>	<p>5.1 Appropriate forms of ownership for business start-ups, i.e. • Sole trader • Partnership, including limited liability partnerships • Franchise • Features of each form of ownership, i.e. - Owners - Basic legal requirements to start the business (e.g. business registration, HMRC) - Liability, i.e. o limited o unlimited - Responsibility for decision making - Distribution of profit to the owners</p> <p>5.2 Source(s) of capital for business start-ups, i.e. • own savings • friends and family • loans • crowdfunding • small business grants • business angels</p>

	<p>5.3 The importance of a business plan, i.e. • Why a business plan is needed, i.e. - to clarify a business idea to others (e.g. to secure funding) - to measure progress towards goals (e.g. timescales, sales forecasts) - to help manage cash flow - to help identify potential problems (e.g. financial shortages) • What the business plan should detail, i.e. - business objectives - business strategies - sales plan - marketing plan - financial forecasts</p>
<p>Week Six</p> <p>Learning Outcome 6: Understand different functional activities needed to support a business startup</p>	<p><b>6.1 The purpose of each of the main functional activities that may be needed in a new business,</b></p> <p>i.e. • Human Resources, i.e. - responsible for all aspects of managing individuals who work within a business • Marketing, i.e. - responsible for identifying the needs and wants of business customers and developing products/services to meet those needs • Operations, i.e. - organising the process that turns inputs into outputs/finished goods that can be sold to customers • Finance, i.e. - managing the financial resources in a small business and reporting on financial performance</p> <p><b>6.2 The main activities of each functional area, i.e.</b></p> <ul style="list-style-type: none"> <li>• Human Resources, i.e. - Recruitment and selection of employees - Training and development of employees - Performance management of employees - Responsibility for health and safety in the workplace - Ensuring compliance with employment legislation</li> <li>• Marketing, i.e. - Market research o i.e. to research the market and find out customer opinions - Developing a marketing mix: Product, Price, Place, Promotion (4Ps) •</li> <li>Operations, i.e. - Production planning.</li> </ul> <p><b>6.2 The main activities of each functional area,</b></p> <p>i.e. • Human Resources, i.e. - Recruitment and selection of employees - Training and development of employees - Performance management of employees - Responsibility for health and safety in the workplace - Ensuring compliance with employment legislation •</p> <p>Marketing, i.e. - Market research o i.e. to research the market and find out customer opinions - Developing a marketing mix: Product, Price, Place, Promotion (4Ps) •</p> <p>Operations, i.e. - Production planning</p>