

Year 10 in class assessments, week beginning 4th November.

Subject	Topics that need to be revised, materials that can help!
English	<p><b>English Literature – w/b 4<sup>th</sup> Nov – 1 hour summative assessment:</b>            For their in-class assessment, students will be provided with a choice of two questions on ‘An Inspector Calls’. Students will need to select one question to respond to, drawing upon their knowledge of the whole play in order to respond to their chosen question. They need to be prepared to respond to a question about a character or about a key theme.</p> <p>(Prior to their summative assessment, during w/b 30<sup>th</sup> Sept, students will have completed a formative assessment for which they will receive whole class feedback to help them to fully prepare for their summative assessment).</p> <p><b>Students should:</b>            Make flash cards on character, theme and plot of the play so far. They should aim to learn a number of key quotations from across the entire play. They should use their rapid revision guides for ‘An Inspector Calls’ and GCSE POD to support revision.  <a href="https://members.gcsepod.com/podauth/newuser">https://members.gcsepod.com/podauth/newuser</a></p> <p>Students aiming for a grade 7-9 should also make use of MASSOLIT which is an online lecture resource. It takes a minute to sign up; students must use their Tallis email address – visit the website here <a href="https://www.massolit.io/users/sign_up">https://www.massolit.io/users/sign_up</a> . There is a detailed series of lectures on the play here <a href="https://massolit.io/courses/priestley-an-inspector-calls">https://massolit.io/courses/priestley-an-inspector-calls</a> and others. Students should listen to the lectures and should make detailed notes in order to support their understanding of the play.</p>
Science	<p><b>Cell biology</b> - L1-6, work book pages 1-8 (FT and HT)  <a href="https://www.youtube.com/watch?v=OdO-fHXSSM0">https://www.youtube.com/watch?v=OdO-fHXSSM0</a></p> <p><b>Atomic Structure</b> - L4-12 work book pages 86-95(FT) and 91-100(HT)  <a href="https://www.youtube.com/playlist?list=PLBLo6pstEDDOXPc2LGUKFbly6nA_hgdt0">https://www.youtube.com/playlist?list=PLBLo6pstEDDOXPc2LGUKFbly6nA_hgdt0</a></p> <p><b>Energy L1-8</b>, work book pages 161-162, 166 (FT) and 174-175,179 (HT)  <a href="https://www.youtube.com/watch?v=JGwcDCeYRYo">https://www.youtube.com/watch?v=JGwcDCeYRYo</a>  <a href="https://www.youtube.com/watch?v=WrfCHt21kVA">https://www.youtube.com/watch?v=WrfCHt21kVA</a></p>
History	<p><b>Content to revise:</b>            Paper 1 KT1&amp;2 Medicine-Medieval (1250-1500) &amp; Renaissance/Scientific Revolution (1500-1700) periods.</p> <p><b>Materials to revise:</b>            Homework Booklet, White Revision Guide (relevant section), Class booklets &amp; GCSEpod</p> <p><b>Format of the Assessment:</b>            Qu3: A ‘Similarity or Difference’ question-comparing a feature of Medieval &amp; Renaissance medicine (4 marks)            Qu4: A, ‘Explain Why...’ question- Explaining several reasons why something related to medicine occurred within one of the two periods. (12 marks)            Qu5: ‘Judgement’ Question- An extended essay response, evaluating the extent of change or continuity in medicine within one of the two periods (16 marks &amp; SPAG)</p>
Geography	<p>Paper 1 Development Dynamics (1H) – Revision resources can be found on Teams.            CGP Revision guides can be purchased for £5            Revision Link: <a href="https://padlet.com/fosterritchie1/tallis-edexcel-b-gcse-geography-revision-1n8exuczfj1r4ocq">https://padlet.com/fosterritchie1/tallis-edexcel-b-gcse-geography-revision-1n8exuczfj1r4ocq</a>            GCSE Pod - <a href="https://members.gcsepod.com/">https://members.gcsepod.com/</a>            Past Papers - <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials</a>            BBC bitesize <a href="https://www.bbc.co.uk/bitesize/examspecs/zsytxsg">https://www.bbc.co.uk/bitesize/examspecs/zsytxsg</a></p>

	<p>Edexcel B <a href="https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-b/">https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-b/</a>  <a href="https://www.kerboodle.com/users/login?user_return_to=%2Fapp">https://www.kerboodle.com/users/login?user_return_to=%2Fapp</a>  Development dynamics playlist  <a href="https://www.youtube.com/watch?v=fgwjpHnd_0Q&amp;list=PLfDjOth8P1aPr1TRigPmPFVrJx3sUjEuz">https://www.youtube.com/watch?v=fgwjpHnd_0Q&amp;list=PLfDjOth8P1aPr1TRigPmPFVrJx3sUjEuz</a></p> <p>Content</p> <ul style="list-style-type: none"> <li>- Development indicators.</li> <li>- Reasons for lack of development of some countries e.g. Malawi</li> <li>- Approaches to development e.g., TNC, top down, bottom up.</li> <li>- Development theories e.g., Frank and Rostow.</li> <li>- Case study of an emerging country (India).</li> <li>- India site and situation.</li> <li>- Reasons for development post 1991.</li> <li>- Impact of development on different groups of people.</li> <li>- Core (Maharashtra) v Periphery (Bihar)</li> <li>- TNC in India and their impact.</li> <li>- India's link to the wider world.</li> </ul>
Food & Nutrition	<p>1hr Paper topics to revise, students should BBC Bitesize/internet and the revision guide which is still on sale via MCAC.</p> <p>Types of fats – good/bad- Saturated/unsaturated</p> <p>Environmental issues</p> <p>Cross contamination</p> <p>Electrical equipment pros and cons</p> <p>Standard components</p> <p>Personal hygiene</p> <p>Eatwell guide &amp; nutrients</p> <p>Types of food – Nana/organic/GM/far, assured</p>
Business	<p>All of theme 1 – Business Activity</p> <p>1.1 The role of business enterprise and entrepreneurship</p> <p>1.2 Business planning</p> <p>1.3 Business ownership</p> <p>1.4 Business aims and objectives</p> <p>1.5 Stakeholders in business</p> <p>1.6 Business growth</p>
Film	<p>Invasion of the Body Snatchers</p> <p>Sci-Fi Genre conventions</p> <p>Context</p>
RE	<p>Christian Beliefs - use exercise books and revision guides textbooks to help with revision</p>
Graphics	<p>Energy generation, smart materials, polymers</p>
Maths	<p>A paper on Monday 11th November. Students will need calculators.</p> <p>Teachers will give out topic lists in class with Sparx codes for revision.</p>
Health and Social Care	<p>To revise the 6 life stages; milestones across all PIES. They will be writing an essay on two of them, under timed conditions. The two will be unknown to the students, until just before which is in line with the exam board.</p>
Photography	<p>Not really anything to revise because it is mostly practical, but students need to use the tracker to update their digital portfolio's, websites should be mainly practical experiments, but research and evaluations should be present for all their experiments. They need to take as many photographs outside as possible. Students should practice taking photographs outside of the lessons.</p>
Product design	<p>Energy generation, smart materials, polymers</p>
Dance	<p>Revise the following <a href="https://thomastallis-my.sharepoint.com/:w:/g/personal/akraszewska_thomastallis_org_uk/EfeqdxON9edPkz4I9n31S-kBkFo0rzJFy5ISS66L7GazPA?e=CMeU1u">https://thomastallis-my.sharepoint.com/:w:/g/personal/akraszewska_thomastallis_org_uk/EfeqdxON9edPkz4I9n31S-kBkFo0rzJFy5ISS66L7GazPA?e=CMeU1u</a></p>

	<p>Use the website to help you find specific information for Sections A, B and C.  <a href="https://tallisgcsedance.weebly.com/">https://tallisgcsedance.weebly.com/</a></p> <p><b>Students should:</b></p> <ul style="list-style-type: none"> <li>• Make flash cards on performance skills including definitions for physical, technical, expressive and mental skills.</li> <li>• Make flash cards on safe practice elements e.g. Nutrition &amp; Hydration</li> <li>• Be able to recall movements from Breathe and explain how performance skills supported their performance.</li> </ul> <p>Revise the 6 professional works by watching them online ensuring you have a clear understanding of how the movement supports the choreographic intention. You could do this as a mind map.</p>
Computer Science	<p>Secondary Storage - magnetic, optical and solid state  Operating systems - functions and types  RAM, memory management and virtual memory  von Neuman, register names, arithmetic logic unit, control unit  Embedded systems  Boolean and logic gates  High level languages  Image representation  Sound representation  Python coding basics - content from Python Sponge up to and including "Selection 2"</p>
French	<p><u>Grammar</u>: a multiple choice question grammar  <u>Speaking</u>: a read aloud activity (recordable on a device)  <u>Listening</u>: listen and answer questions in English about digital life, sports, arranging to go out (future), past activities at the weekend  <u>Reading</u>: read and answer questions in English/French about digital life, sports, arranging to go out, past activities at the weekend  <u>Writing</u>: a 50/80w writing about your life and social media (prompts in English , minimum 2 tenses)</p>
Spanish	<p><u>Grammar</u>: a multiple choice question grammar  <u>Speaking</u>: a read aloud activity (recordable on a device)  <u>Listening</u>: listen and answer questions in English about digital life, sports, arranging to go out (future), past activities at the weekend  <u>Reading</u>: read and answer questions in English/Spanish about digital life, sports, arranging to go out, past activities at the weekend  <u>Writing</u>: a 50/80w writing about your life and social media (prompts in English , minimum 2 tenses)</p>