



Year 10

January Assessment Revision Guide

CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

Revision Habits

At Benton Park, we believe in 5 keystone revision activities that support knowledge retrieval and having fun with your revision.

1. Mindmapping
2. Flashcards
3. Quizzing
4. Model essay plans
5. Timed Practice

For each of the topics you should try and use the activities above to help you recall the information you need for you exams.

Here are some helpful things to remember about how to utilise these activities

	Helpful tips	Top things to do
Mindmapping	Use your book to ensure you have all the required information on the map Single words and pictures on branches No more than 5 bullet points per sub section	Create lots of sub categories To be effective, you must practice recall - don't just stick them in your folder or on your wall.
Flashcards	Create 10 - 15 per week and focus on these. Add them together in the following weeks Use different colours to separate categories with a subject	Mix them up over weeks Play pairs, connect 4 in a sentence, odd one out, beat a timer - beat a friend, guess the 5 taken away
Quizzing	Create the answer sheets Share and trade them with friends – the more quizzes the best	Top 10 key facts Multiple choice quizzes Fill in the gaps Crosswords
Model essay plans	Create single side cards with succinct introduction, main body bullet points and conclusion for different topic areas	Bullet points only - no full sentences – it's not a full essay After created, be quizzed on the content of the card
Timed practice	Set a timer - take away all notes and distractions. This is the last step in any revision - you should have thoroughly studied key content before Write the timings in the margin or at the top of the paper	Do the same timed activity as a friend - swap answers and check against your plan or WAGOLL, Always review your answer against a WAGOLL or mark scheme to see if you have any gaps to learn Create your own exam questions after you've finished – swap with a friend

Assessment timetable and topics

Here is your assessment timetable and the subsequent pages list the key topics covered within your assessments. These are given to help you to plan your revision. Where appropriate, your teachers have directed you towards specific pages within the revision guides purchasable from school through ParentPay. Where appropriate, your teachers have also directed you towards specific websites on the internet.

As well as the links on these pages all relevant work can be found in the Knowledge Organisers provided by school.

As you revise, rate how confident you feel about your knowledge, before and after your revision by ticking the box. If you are still Amber or Red after revising, you should ask your teacher for extra clarification on that sub topic.

Your assessments will be conducted in your classrooms.

During your assessment week you will be completing normal curriculum lessons when not completing assessments. Therefore, please bring your normal books and equipment each day so you are ready to continue your learning.

To each assessment please make sure you bring:

Pens (black)

Pencils

Rubber

Pencil sharpener

Scientific calculator

30 cm ruler

Protractor

Set of compasses

English Language

Before	I need to be able to ...	Web link or revision guide page.	After
			Write fluently using descriptive and narrative techniques
			Structure my work effectively by planning a sequence.
			Check my work carefully to ensure I have considered all the TVCOPS.
			Consider whether to write a description or a story (each task does contain elements of both).

Extra information

You will be answering one question that requires you to complete a piece of creative writing in 45 minutes. An example of the question type is below:

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]

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
<p>Decide on a description or a story.</p> <p>Both responses must be structured effectively: consider setting, character and sequencing for effect.</p> <p>Make sure you are using figurative techniques: simile, metaphor, personification, juxtaposition, alliteration, tripling.</p> <p>Consider the structure of the story: make it cyclical, develop the setting description, keep the plot small.</p>	<p>Techniques</p> <p>Vocabulary</p> <p>Connections (between paragraphs, sentences and the beginning and the end).</p> <p>Openings (of paragraphs and sentences)</p> <p>Punctuation (use a variety)</p> <p>Sentence Structure (again, a variety)</p>

How to get top marks:

- Make your writing convincing and compelling
- Assuredly match your writing to its purpose
- Use extensive and ambitious vocabulary and sustain your crafting of linguistic devices
- Aim for varied and inventive use of structural features, and fluently linked paragraphs
- Make it compelling, incorporating a range of convincing and complex ideas

Mathematics – Foundation Tier

Before	I need to be able to ...	Web link or revision guide page.	After
	Use the rules of Indices Convert Numbers between Ordinary and Standard Form	https://corbettmaths.com/wp-content/uploads/2013/02/laws-of-indices-algebra-pdf.pdf https://corbettmaths.com/2019/08/29/standard-form-practice-questions/	
	Draw and interpret Scatter Diagrams and Pie Charts. Find the mean from a Frequency Table	https://corbettmaths.com/wp-content/uploads/2013/02/scatter-graphs-pdf2.pdf https://corbettmaths.com/wp-content/uploads/2013/02/drawing-pie-charts-pdf.pdf https://corbettmaths.com/wp-content/uploads/2013/02/mean-from-a-frequency-table.pdf	
	Solve Equations	https://corbettmaths.com/wp-content/uploads/2013/02/equations-pdf.pdf	
	Find the Perimeter and Area of 2D shapes including the Circumference and Area of a Circle	https://corbettmaths.com/wp-content/uploads/2013/02/area-of-a-circle-pdf.pdf https://corbettmaths.com/wp-content/uploads/2013/02/circumference-pdf.pdf	

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
Use the maths genie website at: https://www.mathsgenie.co.uk/gcse.html Topics are split by grade, so you can find videos to improve knowledge and understanding at grades 4 and 5.	Use this knowledge to improve skills by tackling some of the exam questions that can be found in the same sections on the maths genie website. Mark schemes and worked solutions are available.

How to get top marks:

Bring all your maths equipment to each paper, including pen, pencil, ruler, protractor and a calculator for paper 2 and 3.

Be able to answer exam style questions.

Read the question, have you answered what it has asked you to do?

Include all of your working.

Use resources like

Corbett Maths - <https://corbettmaths.com/contents/>

Maths Genie - <https://www.mathsgenie.co.uk/gcse.html>

Mathematics – Higher Tier

Before	I need to be able to ...	Web link or revision guide page.	After
	Use the rules of Indices, including with Fractional and Negative Indices	https://corbettmaths.com/wp-content/uploads/2013/02/laws-of-indices-algebra-pdf.pdf https://corbettmaths.com/wp-content/uploads/2013/02/fractional-negative-indices-pdf1.pdf	
	Draw and interpret Frequency Polygons, Cumulative Frequency Graphs, Box Plots and Histograms.	https://corbettmaths.com/wp-content/uploads/2013/02/frequency-polygons-pdf1.pdf https://corbettmaths.com/wp-content/uploads/2013/02/cumulative-frequency-pdf1.pdf https://corbettmaths.com/wp-content/uploads/2013/02/histograms-pdf2.pdf	
	Apply and recognise the four transformations of Reflection, Rotation, Translation and Enlargement.	https://www.mrbartonmaths.com/resources/GCSE%20Revision/GCSE%20Maths%20Takeaway/2.%20Grade%20D/42_mixed-transformations2.pdf	
	Draw and Interpret Straight Line Graphs including use of gradients.	https://corbettmaths.com/wp-content/uploads/2013/02/equation-of-a-line-pdf.pdf https://corbettmaths.com/wp-content/uploads/2022/10/Perpendicular-Lines.pdf https://corbettmaths.com/wp-content/uploads/2022/10/Parallel-Lines-1.pdf	

The most difficult:

Knowledge	Skills
Use the maths genie website at: https://www.mathsgenie.co.uk/gcse.html Topics are split by grade, so you can find videos to improve knowledge and understanding at grades 4 and 5.	Use this knowledge to improve skills by tackling some of the exam questions that can be found in the same sections on the maths genie website. Mark schemes and worked solutions are available.

How to get top marks:

Bring all your maths equipment to each paper, including pen, pencil, ruler, protractor and a calculator for paper 2 and 3.
Be able to answer exam style questions.
Read the question, have you answered what it has asked you to do?
Include all of your working.
Use resources like
Corbett Maths - <https://corbettmaths.com/contents/>
Maths Genie - <https://www.mathsgenie.co.uk/gcse.html>

Science – (both foundation and higher tier)

Before	Topics covered...	Web link or revision guide page.	After				
			Quick 6 homework memory questions based on semester 1 topics (Cells and organisation, organic chemistry and using resources, energy and particle model)				Use semester 1 knowledge organiser quick 6 questions
			Enzyme required practical				Biology revision guide: 45-51
			Hydrocarbons				Chemistry revision guide: 132-138
			Energy and Atomic Structure				Physics revision guide: 17-28, 63-68

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
<u>Describing how to do the required practicals</u> Start by thinking ... What measurements will I need to take? What equipment will I need to use.	<u>Calculations:</u> Remember the process ... Shopping list (what does the question tell you) Equation (the letters) Sum (working out) Answer + units

How to get top marks:

When writing an experimental procedure, think “could someone else follow my instructions and do the experiment I want them to do?”

When doing calculations, think “is my answer sensible in the context of the question?”

History

Before	Topics covered ...	Web link or revision guide page.	After
	<u>The Stresemann Era:</u> Foreign Policy Economy Political Stability Culture	Germany - GCSE History Revision - AQA - BBC Bitesize	
	<u>The Great Depression:</u> Impact on the People	Germany - GCSE History Revision - AQA - BBC Bitesize	
	<u>Kaiser Wilhelm:</u> Germany before World War One	Germany - GCSE History Revision - AQA - BBC Bitesize	
	<u>The Lives of Young People:</u> Education Youth Groups	Germany - GCSE History Revision - AQA - BBC Bitesize	
	<u>Reichstag Fire:</u> What happened? How did this help Hitler consolidate power?	Germany - GCSE History Revision - AQA - BBC Bitesize	
	<u>Night of the Long Knives:</u> What happened? How did this help Hitler consolidate power?	Germany - GCSE History Revision - AQA - BBC Bitesize	

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
<u>Lives of Young People:</u> <u>Education:</u> Consider the different subjects students studied and what they learnt about, why this was important and how this was different to the education we receive today <u>Youth Groups:</u> Consider what boys and girls youth groups learnt about and the activities boys and girls took part in and why	No knowledge is needed for the 'How are they different' question Include detailed knowledge for the 'Most Convincing' 8 mark question. Every 4 marks is a paragraph

How to get top marks:

- For the most convincing question use detailed knowledge. Be sure to express your opinion on which is 'Most Convincing' and why.
- Consider why the interpretations might have different opinions by looking carefully at the provenance.

Geography

Before	Topics covered ... Urban Issues and Challenges	Web link or revision guide page.	After

Urbanisation and the growth of megacities

<https://www.internetgeography.net/aqa-gcse-geography/urban-issues-and-challenges/>

NEE city case study: Rio de Janeiro, Brazil

- Importance of Rio
- Causes of growth- rural-urban migration and natural increase
- Opportunities
- Challenges (social, economic and environmental)
- Urban planning (solutions to Rio's challenges)

<https://pmt.physicsandmathstutor.com/download/Geography/GCSE/Notes/AQA/Urban-Issues-and-Challenges/Case-Studies/Rio%20de%20Janeiro.pdf>

<https://www.internetgeography.net/topics/urban-growth-in-rio-de-janeiro-brazil/>

HIC city case study: London, England

- Introduction to UK cities
- Importance of London
- Opportunities
- Challenges (social, economic and environmental)
- Urban regeneration
- Urban sustainability

https://www.coolgeography.co.uk/gcsen/urban_issues.php

<https://www.internetgeography.net/topics/what-is-the-location-and-importance-of-london/>

Coasts:

- Erosional processes- hydraulic action, abrasion, attrition, solution
- Wave types- constructive and destructive
- Erosional landforms- wave-cut platforms, headlands and bays, crack, cave, arch, stack, stump
- Depositional landforms- beaches, spits, bars
- Coastal management (Holderness Coast)- hard and soft engineering strategies

<https://www.bbc.co.uk/bitesize/topics/z6bd7ty>

<https://timeforgeography.co.uk/video-collections/coasts/>

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
<ul style="list-style-type: none"> • Use key geographical terminology: Social- how it impacts a person's quality of life Economic- how it impacts money/ businesses/ jobs Environmental- how it impacts the natural world • Case study knowledge- remember to memorise key facts/ statistics 	<ul style="list-style-type: none"> • Describing is saying what you can see (use TEA) • Use PEEL paragraphs to structure your answers (6 and 9 mark questions) • Pick out key features/ characteristics in the Figures and write about them in your answer

How to get top marks:

1. Take your time and read the question carefully. You should BUG (box the command word, underline the key geographical words, glance over the question again) the question to help you understand it.
2. Use TEA (trend, example, anomaly) to describe graphs, maps, figures.
3. Include case study knowledge in your answers (Rio de Janeiro, Brazil and London, England)
4. Use your revision guide and practice exam-style questions!

Religious Studies

Before	Topics covered ...	After

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
<ul style="list-style-type: none"> Including Christian scriptures. Understanding the ideas of Trinity, sin and salvation. Understanding the connection between free will and moral evil. Explaining how a Christian teaching/belief INFLUENCES a Christian to behave (think, feel, do) 	<p>Remember to include Christian teachings and their source (where it is from) in Q4 and Q5.</p> <p>Using PEEL paragraphs in Q5. Remember this needs to be an extended piece of writing where you are <u>discussing and evaluating the statement</u>. Make sure you come to a conclusion (overall judgement) about the statement.</p>

How to get top marks:

Ensure you revise so that you can talk about these beliefs in detail. This means that you need to know and be able to explain what they are, can give examples and can refer to Bible verses about them. Ensure you can also explain how certain beliefs and teachings influence a Christians thoughts and behavior.

You also need to make sure you can answer questions using the correct exam structure for each question. We do lots of practice questions in lesson and for homework so this should be something you are confident with by now. If you are not, look back through your book at the past questions we have done and use these to practice.

Food Preparation & Nutrition

Before	Topics covered ...	Web link or revision guide page.	After				
			Why is food cooked & heat transfer				See tailored revision guide
			Cooking methods				See tailored revision guide
			Changing properties				See tailored revision guide
			Raising agents				See tailored revision guide
			Food spoilage				See tailored revision guide
			Storing & preparing food safely				See tailored revision guide
			Food poisoning				See tailored revision guide
			Microorganisms				See tailored revision guide

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
Understand food, science and safety. Protein coagulation	Demonstrate key knowledge of temperatures that link to food safety

How to get top marks:

- ✓ Ensure you look at how many marks a question is worth and have that many points made.
- ✓ Plan longer answers

Design & Technology : Product Design

Before	Topics covered ...	Web link or revision guide page.	After
	Materials and working Properties Mechanical systems	Revision guide page 14-15 Revision guide page 28-31	
	Developments in new materials	Revision guide page 32	
	Energy generation and storage. A systems approach to designing (Electronics)	Revision guide page 12-13 Revision guide pages 24-27	
	Technology in manufacturing New and emerging Technologies Scales of production	Revision guide page 2-5 Revision guide page 32 Revision guide page 38-39	

Remember to focus your revision on the above topics for your upcoming assessment.

Also remember that at the end of year 11, you will need core knowledge in all material areas but specialist knowledge in only one.

This means you will never need to know everything in the revision guide. We are specialising in wood, metals and polymers, so at the end of year 11, you will need to know chapters 1, 2, 3, 5 and 8.

The most difficult:

Knowledge	Skills
Being able to identify a range of different mechanical systems	Describing both advantages and disadvantages of a given technology
Definitions of different materials	Analysing the design features of a given product
	Explaining why a material is suitable for a given product

How to get top marks:

- Look at the number of marks available. You should be spending at least a minute per mark on each answer.
- Fully explain your answer for questions with 2 or more marks
- Make sure you bring a calculator and check all calculations twice. Does the number you have make sense?
- If you are asked to name a material, always name a specific material. E.g. Steel or aluminium, not metal. Oak or Pine, not wood.

Textiles

Before	Topics covered	Web link or revision guide page.	After
	Revision topics can be found on the class page on Teams. They are Mechanical systems Forces and Stresses Scales of production Joining fabrics Just in time manufacturing	Revision guide page – 28 Revision guide page – 36 Revision guide page – 24 Revision guide page – 3	

Remember to focus your revision on the above topics for your upcoming assessment.

Also remember that at the end of year 11, you will need core knowledge in all material areas but specialist knowledge in only one. This means you will never need to know everything in the revision guide. We are Textiles, so at the end of year 11, you will need to know chapters 1, 2, 3, 6 and 8.

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
Understanding the following terminology: Planned obsolesce Finite resource Technology Push Mass Production System Diagram	Describing both advantages and disadvantages of a given technology Analysing the design features of a given product Explaining why a material is suitable for a given product

How to get top marks:

- Look at the number of marks available. You should be spending at least a minute per mark on each answer.
- Fully explain your answer for questions with 2 or more marks
- Make sure you bring a calculator and check all calculations twice. Does the number you have make sense?
- If you are asked to name a material, always name a specific material. E.g. Steel or aluminium, not metal. Oak or Pine, not wood.

Media Studies

Before	Topics covered ...	Web link or revision guide page.	After				
			Media Language	Revision booklet and knowledge organisers from your lessons.			

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
Context Text based knowledge Concept based knowledge Theories (Narrative, Character) Codes and Conventions	Analysis of a text. Including theories like narrative or character.

How to get top marks:

Always include subject terminology appropriate to the skill (Media Language – Connotation, Representation – Uphold etc.)

- Remember your PEA structure!
- Point (Make it clear how you are answering the question)
- Evidence (Where do we see this in the text? Denotations)
- Analyse its use or what it tells us. (Connotations)

Music

Before	Topics covered ...	Web link or revision guide page.	After
			Appraising: The Elements of Music: Melody, Harmony, Tonality, Texture, Tempo, Rhythm etc.
			Composing: Use of Soundtrap. Melody writing skills Writing a chord sequence Composing techniques
		Eduqas revision guide section 1, p.6 BBC Bitesize Eduqas Music Theory	
		Eduqas revision guide section 2, p.88 BBC Bitesize Eduqas	

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
Appraising: Knowing and understanding the question vocabulary.	Being able to identify the detailed features when listening and apply the relevant vocabulary to your answers.
Composing: Understanding how to compose a chord sequence and a successful melody.	You will be able to record your own chord sequence and melody into Soundtrap. The melody will be memorable and include some repetition and steps and leaps. The chords should have a good sense of key and work with the melody.

How to get top marks:

Revise the keywords of the elements of music and practice writing descriptions pieces of music you listen to.

Practice improvising to YouTube backing tracks to develop melody writing skills

Develop your knowledge of extension chords (7ths, 9ths etc.)

PE

Before	Topics covered ...	Web link or revision guide page.	After
	1.1.a. The structure and function of the skeletal system	Involuntary, voluntary and skeletal muscle - Muscular system - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize	
	1.1.b. The structure and function of the muscular system	Structure of the skeletal system - Skeletal system - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize	
	1.1.c. Movement analysis	First, second and third class levers in the body - Movement analysis - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize	
	1.1.d. The cardiovascular and respiratory systems	Structure of the cardiovascular system - Cardiovascular system - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize & Structure of the respiratory system - Respiratory system - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize	
	1.1.e. Effects of exercise on body systems	Short term effects of exercise on the body systems - Long and short term effects of exercise - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize	
	1.2.a Components of fitness	https://www.bbc.co.uk/bitesize/guides/z8j87hv/revision/1	
	1.2.b. Applying the principles of training	https://www.bbc.co.uk/bitesize/guides/zpfpv4j/revision/1 and https://www.bbc.co.uk/bitesize/guides/z9ntfrd/revision/1	
	1.2.c Preventing injury in physical activity and training	https://www.bbc.co.uk/bitesize/guides/ztkcdmn/revision/2	

<u>Knowledge</u>	<u>Skills</u>
Students need to apply their knowledge and understanding of the Skeletal and muscular systems, using examples from physical activity and sport.	Learners need to demonstrate the ability to collect and use data and analyse movement.
Students need to apply their knowledge and understanding of the cardiovascular and respiratory systems, using examples from physical activity and sport.	Learners need to be able to identify major joints along with the associated articulating bones.
Learners need to demonstrate their knowledge of the roles of muscles as agonists, antagonists and fixators.	Analyse and evaluate data, including graphs and tables.
Learners need to have a firm understanding of movement and how to analyse this using, levers, planes and axes.	Learners need to be able to develop statements to access the longer marked questions. Learners need to be able to link all subject knowledge accurately and effectively with a sporting example.

How to get top marks:

1. Revise from lesson PowerPoint that are all available on Teams
2. Create/explore revision techniques – find what is the best fit for you (this could be, the use of YouTube, mind maps, flashcards, , revision clock etc.)
3. Use <https://www.bbc.co.uk/bitesize/examspecs/ztrcg82> to actively revise all the topics areas listed above.
4. Test yourself with mock exams on Teams
5. Ask for Mock exam questions from Mr Charlton and Miss Chattaway.

Health and Social Care

No examination this assessment window.

Students are currently completing coursework so there will not be an assessment for students to complete. They will be assessed in the next window..

Business Studies

Before	Topics covered ...	Web link or revision guide page.	After
			Costs, revenue and profit
			Break even
			Market research
			The role of entrepreneurs

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
Break even: understanding and interpreting break even charts. Costs, revenue and profit: remembering the formula and applying these. Cash flow	3 mark questions – point, explain, impact on the business 6 mark questions – 2 X PBLT paragraphs Point: One way is... B – Because: This is because...OR This means that... L – Leading to: This will lead to... T – Therefore: Explain the longer term impact on the business DO THIS STRUCTURE TWICE FOR 6 MARKS and be careful NOT to repeat yourself!

How to get top marks:

To get top marks you need to remember the structure for the written questions and ensure you are not repeating yourself in your responses.

Knowledge of formulae and calculations is essential – don't forget your calculator!

Languages – German

Before	Topics covered...	Weblinks for revision	After
<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 20px; background-color: red;"></div> <div style="width: 20px; height: 20px; background-color: yellow;"></div> <div style="width: 20px; height: 20px; background-color: green;"></div> </div>	What you are looking forward to this school year	Module 1 Auf in die Schule Revision Flashcards Quizlet	<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 20px; background-color: red;"></div> <div style="width: 20px; height: 20px; background-color: yellow;"></div> <div style="width: 20px; height: 20px; background-color: green;"></div> </div>
<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 20px; background-color: red;"></div> <div style="width: 20px; height: 20px; background-color: yellow;"></div> <div style="width: 20px; height: 20px; background-color: green;"></div> </div>	Class Trip	1.5 Eine Klassenfahrt Flashcards Quizlet	<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 20px; background-color: red;"></div> <div style="width: 20px; height: 20px; background-color: yellow;"></div> <div style="width: 20px; height: 20px; background-color: green;"></div> </div>
<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 20px; background-color: red;"></div> <div style="width: 20px; height: 20px; background-color: yellow;"></div> <div style="width: 20px; height: 20px; background-color: green;"></div> </div>	Jobs and locations	7.1 Berufsbilder Flashcards Quizlet	<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 20px; background-color: red;"></div> <div style="width: 20px; height: 20px; background-color: yellow;"></div> <div style="width: 20px; height: 20px; background-color: green;"></div> </div>
<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 20px; background-color: red;"></div> <div style="width: 20px; height: 20px; background-color: yellow;"></div> <div style="width: 20px; height: 20px; background-color: green;"></div> </div>	Future Plans	7.3 Traum und Wirklichkeit Flashcards Quizlet	<div style="display: flex; justify-content: space-around;"> <div style="width: 20px; height: 20px; background-color: red;"></div> <div style="width: 20px; height: 20px; background-color: yellow;"></div> <div style="width: 20px; height: 20px; background-color: green;"></div> </div>

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
Using reflexive verb “ich freue mich auf” to say what you are looking forward to Tenses – using a range of tenses in your written work Using modal verbs in your 90 word task.	Including OCRDNF and 5 tenses in your answers to the 90 word task. Translating from English into German

How to get top marks:

This will be a writing assessment, so you must include OCRDNF and 5 tenses to score a top grade.

Once you have completed “red / amber / green” on the list above, use our bespoke class Quizlet to revise your weakest topics. These are all linked on Microsoft Teams for you.

We will be completing practice tasks in class. Take these home and work through them again, filling any knowledge and skill gaps.

When translating into German, annotate the text first – what tense is each sentence in? Are there any grammatical considerations, such as different word order to the English, or subordinate clauses to consider?

French – Foundation Tier

Before	Topics covered ...	After				
			Family and relationships			
			Technology			
			Local area			
			Clothes and shopping			
			School			
			Jobs and future plans			

The most difficult:

Knowledge	Skills
Differentiating between the tenses	Answering questions in English phrases
Reading narrative texts and sequencing activities	Deciding true / false / not mentioned

How to get top marks:

Learn your vocabulary from English to Spanish so that you have full understanding of the words, not just surface level understanding

Learn a synonym and an antonym for particularly your opinions and adjectives

Use our reading strategies in the exams

Read the question and rubric at the top first : predict what you are reading for

Label / summarise what you know

Remember the answers will go in order throughout the text : highlight the order that you've seen

Do the questions in order of what you find easy

French – Higher Tier

Before	Topics covered ...	After				
			Family and relationships			
			Technology			
			Local area			
			Hobbies			
			School			
			Jobs and future plans			
			Holidays			

The most difficult:

Knowledge	Skills
Differentiating between the tenses	Answering questions in English phrases
Reading narrative texts and sequencing activities	Deciding true / false / not mentioned

How to get top marks:

Learn your vocabulary from English to Spanish so that you have full understanding of the words, not just surface level understanding

Learn a synonym and an antonym for particularly your opinions and adjectives

Use our reading strategies in the exams



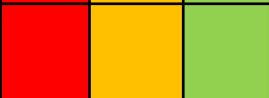
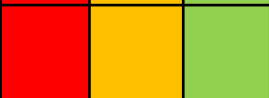

Read the question and rubric at the top first : predict what you are reading for

Label / summarise what you know

Remember the answers will go in order throughout the text : highlight the order that you've seen

Do the questions in order of what you find easy

Spanish – Foundation Tier

Before	Topics covered ...	After
	Family and Friends	
	Festivals	
	Jobs and Careers	

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
Differentiating between the tenses Reading narrative texts and sequencing activities	Answering questions in English phrases Deciding true / false / not mentioned

How to get top marks:

Learn your vocabulary from English to Spanish so that you have full understanding of the words, not just surface level understanding

Learn a synonym and an antonym for particularly your opinions and adjectives

Use our reading strategies in the exams

Read the question and rubric at the top first : predict what you are reading for

Label / summarise what you know

Remember the answers will go in order throughout the text : highlight the order that you've seen

Do the questions in order of what you find easy

Spanish – Higher Tier

Before	Topics covered ...	After				
			Free Time			
			Holidays			
			School			
			Technology			
			Region			
			School and education			
			Health			

The most difficult:

Knowledge	Skills
Differentiating between the tenses	Answering questions in English phrases
Reading narrative texts and sequencing activities	Deciding true / false / not mentioned

How to get top marks:

Learn your vocabulary from English to Spanish so that you have full understanding of the words, not just surface level understanding

Learn a synonym and an antonym for particularly your opinions and adjectives

Use our reading strategies in the exams

Read the question and rubric at the top first : predict what you are reading for

Label / summarise what you know

Remember the answers will go in order throughout the text : highlight the order that you've seen

Do the questions in order of what you find easy