

Revision List for Year 10 Assessments 20.01.2025-31.01.2025

This is a comprehensive list of topics included in the assessments. Knowledge Organisers have been provided for every subject to aid revision. Any further information/ support can be requested from subject teachers.

<p>English Literature</p>	<p><u>A Christmas Carol:</u></p> <ul style="list-style-type: none"> • Revise the contexts of the novella: <ul style="list-style-type: none"> -When was Dickens writing? -Why was he writing? -What were the social and political issues during the Victorian era? • Revise characters as constructs- what does each character symbolise? <i>Scrooge/ Fred/ The Portly Gentlemen/ Bob Cratchit/ Marley's ghost/ The Ghost of Christmas Past/ The Ghost of Christmas Present/ The Ghost of Christmas yet to come/ Fezziwig/ Belle/ Ignorance and Want / The Cratchit family/ Tiny Tim</i> • Revise key themes: Attitudes towards Poverty/ Social inequality/ Family/ The Supernatural/ Importance of the ghosts/ Celebration and Goodwill/ Attitudes towards Christmas/ Scrooge's fears/ Isolation • Revise Dickens' big ideas: <ul style="list-style-type: none"> • Christmas is a time for generosity. • Love and friendship are more valuable than money. • Greed has widespread and damaging consequences. • Memories have the power to influence the future. • Social reform is needed to help the most vulnerable. • Redemption is always possible, and it is never too late to change. • Nurturing children is essential for a compassionate and productive society. • Ignorance and neglect of social responsibility will lead to the downfall of society. • Family is an escape for the hardships of the Industrial Revolution. • Community and joy have the ability to create hope and influence societal change. <p>It is possible to be prosperous, compassionate and benevolent.</p>
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Unseen poetry:

Year 10 will be tested on an unseen poetry element, however, due to this being unseen, you cannot revise and instead should simply practice.

The question format follows the same pattern as the Anthology Poetry you are studying in class.

Question 1 : Single poem response: 20 minutes, 15 marks (Explore 5 moments)

Question 2: Comparison response of both poems: 40 minutes: 25 marks (compare 3 ideas)

Below is an example for you to practice and hand in to teachers if you wish.

When Autumn Came

This is the way that autumn came to the trees:
it stripped them down to the skin,
left their ebony bodies naked.
It shook out their hearts, the yellow leaves,
scattered them over the ground.
Anyone could trample them out of shape
undisturbed by a single moan of protest.

The birds that herald dreams
were exiled from their song,
each voice torn out of its throat.
They dropped into the dust
even before the hunter strung his bow.

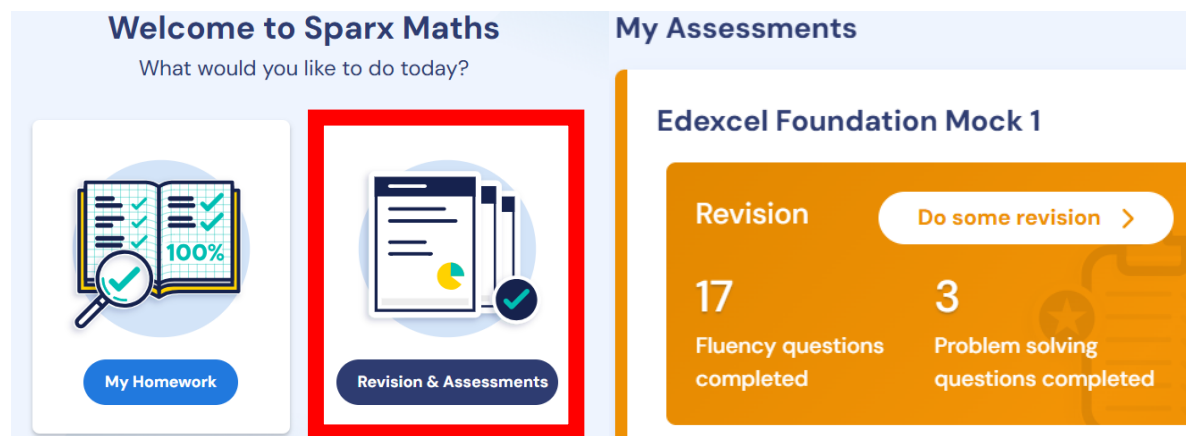
Autumn

Autumn arrives
Like an experienced robber
Grabbing the green stuff
Then cunningly covering his tracks
With a deep multitude
Of colourful distractions.
And the wind,
The wind is his accomplice
Putting an air of chaos
Into the careful diversions
So branches shake
And dead leaves are suddenly brown
In the faces of inquisitive strangers.
The theft chills the world
Changes the temper of the earth
Till the normally placid sky
Glowes red with a quiet rage.

	<p>Read the two poems, When Autumn Came by Naomi Lazard and Autumn by Alan Bold. In both poems the poets write about the seasons.</p> <p>(a) Write about the poem, When Autumn Came by Naomi Lazard and its effect on you. [15] You may wish to consider:</p> <ul style="list-style-type: none">• what the poem is about and how it is organised;• the ideas the poet may have wanted us to think about;• the poet’s choice of words, phrases and images and the effects they create;• how you respond to the poem. <p>b) Now compare When Autumn Came by Naomi Lazard and Autumn by Alan Bold. [25] You should compare:</p> <ul style="list-style-type: none">• what the poems are about and how they are organised;• the ideas the poets may have wanted us to think about;• the poets’ choice of words, phrases and images and the effects they create;• how you respond to the poems.
English Language	<p><u>English Language:</u></p> <p>Revise different styles of transactional writing, as practiced in class before we moved onto Poetry. Remember, transactional writing requires you to produce ‘real life’ writing styles and current topics / affairs.</p> <p>You will be asked to produce two of the following from the list below and should spend 25 minutes on each one.</p> <ul style="list-style-type: none">• Article (Newspaper / magazine)• Letter• A Guide• A talk• A report• A review <p>At the end of this document are some tips on what to include in each one.</p>

Maths

All students have their revision set on www.sparxmaths.com.
All relevant topics have been assigned to every student based on their tier of entry.
To access the revision tasks, students should:
Log in to Sparx Maths
Click on 'Revision and Assessments'
Select 'Edexcel Higher' or 'Edexcel Foundation' revision, depending on their class



Science

GCSE AQA Chemistry Paper 1 – Revision Video Now Available

A revision video for AQA GCSE Chemistry Paper 1 is now available for students to watch in preparation for the upcoming exam. The video provides a clear overview of key content, exam technique tips, and crucially, covers all Required Practical Activities (RPAs) that may be assessed on this paper.

We recommend that students watch the video the night before the exam as part of their final revision routine.

▶ Watch here: <https://www.youtube.com/watch?v=6c17gU1mUTw>

Biology

- Eukaryotes vs. Prokaryotes
- Ecosystems: organisation, interdependence, competition, adaptation
- Diffusion
- Biological organisation (cells → tissues → organs → systems)
- Enzymes: function, lock & key model, temperature/pH effects, digestive enzymes
- Homeostasis: regulating internal conditions (e.g. glucose, temperature, water)
- Nervous system: stimulus → receptor → coordinator → effector → response
- Reflex arc and its importance
- Reaction time required practical
- Cardiovascular disease treatments (drugs, devices, transplants)
- Cell cycle & mitosis
- Pathogens: types (virus, bacteria, protist, fungi), how they cause disease, spread, prevention

Chemistry

- Types of bonding: ionic, covalent, metallic
- Bonding explanations: electrostatic forces, electron transfer/sharing
- Conservation of mass in reactions
- Properties of ionic compounds (giant lattice, high melting/boiling points, conductivity)
- Calculating rates of reaction


Physics


- States of matter (solid, liquid, gas)
- Conservation of mass during state changes
- Scalar vs. Vector quantities
- Circuit diagrams
- Electric current: $\text{current} = \text{charge} \div \text{time}$
- SI units: charge (C), current (A), resistance (Ω), potential difference (V)

	<ul style="list-style-type: none"> • Transverse and longitudinal waves (e.g. water, sound) • Waves transfer energy, not matter • Frequency (Hz) • Density = mass ÷ volume • Density differences explained with the particle model <p>Study pack link: https://app.carousel-learning.com/study-pack/8a80c928-25e7-44c8-aaae-253a4ec3249e</p>	
<p>Geography</p>	<p>Paper 1</p> <p><u>Climate change</u> Natural and human causes of climate change. Impacts of climate change (social, economic, environmental) Mitigating climate change Adapting to climate change</p> <p><u>Coasts</u> Coastal processes – erosion, deposition, transport, weathering Types of weathering Erosional landforms – Headlands and bays, caves, arches, stacks and stumps, wave cut platform. Depositional landforms – spits and bars Hard engineering – costs and benefits</p> <p><u>Rivers</u> Change in cross profile downstream Landforms in the upper course of the river – Interlocking spurs, waterfalls and gorges. Formation of landforms by erosion and deposition – Meanders and ox bow lakes.</p>	<p>Paper 2</p> <p><u>Urban issues and challenges</u> Importance of a city in the UK Sustainable urban living Opportunities and challenges in a UK city (Manchester)</p> <p><u>Changing economic world</u> Measures of development (social and economic) Causes of uneven development (physical, historical, economic) Strategies to reduce the development gap</p> <p><u>Resources</u> Types of renewable energy. Reasons for changing demand for energy. Carbon footprints – what opportunities and challenges do they present? Energy security. Renewable energy to increase supply.</p>

	<p>Benefits and costs of hard engineering Benefits and costs of soft engineering</p>	
<p>History</p>	<p>Historic Environment Study: Whitechapel, 1888</p> <ul style="list-style-type: none"> • Conditions in Whitechapel • Housing conditions • Efforts to improve housing • The role of the workhouse • Problems with policing Whitechapel • The role of the Whitechapel Vigilance Committee <p>Crime and Punishment</p> <ul style="list-style-type: none"> • Crimes, law enforcement and punishment in Anglo-Saxon England • How the Norman Conquest changed law enforcement • Why crime increased in the Early Modern • New crime in the Early Modern • Why crime increased in the Industrial Period • New crimes in the Industrial Period • Case Study: The Tolpuddle Martyrs • Changes in the work of the police in the Modern Period • Case Study: Conscientious Objectors <p>Early Elizabethan England</p> <ul style="list-style-type: none"> • Elizabeth's early challenges • Catholic challenges to the throne 	

	<ul style="list-style-type: none"> • Elizabeth’s excommunication from the Church • Francis Drake and his achievements – Raid on Cadiz, Circumnavigation, Privateering • Elizabethan Theatre and Leisure activities • Reasons why the first colony in Virginia failed
<p>Computing</p>	<p><u>Paper 1 topics -</u></p> <ol style="list-style-type: none"> 1. System Architecture <ol style="list-style-type: none"> 1. Memory – RAM, Rom, Cache 2. CPU – Fetch decode execute, Clock speed, Cores 3. Embedded Systems 2. Data Representation <ol style="list-style-type: none"> 1. Binary to Denary, Denary to Binary, Binary addition, Hexadecimal 2. Image representation 3. File sizes 3. Networks <ol style="list-style-type: none"> 1. Types of Network and characteristics – Wan and Lan 2. Network Topologies 3. Protocols 4. Packets 4. Network Security <ol style="list-style-type: none"> 1. Identify network threats and prevention methods 5. System Software

	<ol style="list-style-type: none"> 1. Utility software – compression, defragmentation or encryption <p>6. Ethics</p> <ol style="list-style-type: none"> 1. 8 Mark essay question on Legal, Ethical and Cultural impact 2. Identify legal issues <p>Revision resources – 101Computing.net – Check for quizzes on all topics CSNewbs – For revision on all topics, quick easy to read Search for the blookey below for 200 exam style questions to practice</p>	 <p>OCR - Computer Science - Paper 1 revision ▶ 23.2K 👤 MrRooke1</p>
<p>Creative iMedia</p>	<ol style="list-style-type: none"> 1. Types of media <ol style="list-style-type: none"> 1. Traditional vs new 2. Media products 3. Data Representation 4. Creative jobs, Technical jobs. 2. Purpose of media <ol style="list-style-type: none"> 1. Inform, advertise, educate, entertain, inform, influence 2. How language, colour and images are used for different media 3. Audience characteristics 3. Media costs <ol style="list-style-type: none"> 1. Technical codes – Camera shots, camera angles, and mor 2. Symbolic – Shapes, symbols, colours , lighting 3. Written – Font, language, style 	<ol style="list-style-type: none"> 5. Legal issues <ol style="list-style-type: none"> 1. Copyright, health and safety (reece) 2. Regulation and certification – bbfc, asa, pegi, Ofcom 6. Distribution <ol style="list-style-type: none"> 1. Physical – poster, dvd, billboards, ect 2. Digital – downloads, streaming 7. File types <ol style="list-style-type: none"> 1. Images – JPG, TIFF, GIF, 2. Audio – MP3, WAV 3. Video – MP4, MOV, Frame rate 4. Website – HTML 5. Compression – Lossy and lossless <p>Revision resources –</p>

	<p>4. Mise-en-scene</p> <p>4. Pre-production</p> <ol style="list-style-type: none"> 1. Workplans – deadline, tasks, activities, workflow, milestones, contingencies 2. Pre-production documents can create – Moodboard, Mindmap, Storyboard, Visualisation diagram 	 <p>179 Questions</p> <p>OCR Creative iMedia R093 Revision</p> <p>▶ 1.3K 👤 MrRooke1</p> <p>Search for the bloket below for 179 exam style questions to practice</p>
<p>Graphic Design</p>	<p>10C Graphic Design – Friday 27th June P4 (in lesson)</p> <p><i>Revision List</i></p> <ul style="list-style-type: none"> ○ CA3 – Requirements of a Graphic Design brief ○ CA1 – Components of Graphic Design and Visual Language 	
<p>Design & Technology</p>	<p>Thursday 26th June P1 (in lesson)</p> <p><i>Revision List</i></p> <ul style="list-style-type: none"> • Wood Joints • Thermoforming & Thermosetting Polymers • CAD/CAM • Paper & Board 	
<p>Construction</p>	<ul style="list-style-type: none"> • 10A Construction – Monday 16th June P1 (in lesson) • 10C Construction – Thursday 19th June P1 (in lesson) 	

	<p>Revision List</p> <ul style="list-style-type: none"> ○ Types of Construction ○ Sustainability ○ Understanding Foundations ○ Building specification and standards ○ Pre-construction work desk based legal requirements
<p>Health & Social Care</p>	<p>No written assessment, grades form PSA will be used for data collection</p>
<p>Hospitality & Catering</p>	<p>Friday 13th June P4 (in lesson)</p> <p>Revision List</p> <ul style="list-style-type: none"> ○ Job Roles ○ Qualifications ○ Types of contracts ○ Risk Assessments ○ RIDDOR ○ HACCP ○ Allergies and intolerances ○ Food Hygiene <p>Role of the EHO</p>

<p>Spanish</p>	<p>Reading and Listening vocabulary on knowledge organisers for: family, technology and holidays.</p> <p>Reading and Listening vocabulary on Quizlet: lifestyles</p> <p>Speaking and Writing Revision: Family Q 1-4, Technology Q 1-4, Holidays Q1,3,4,5, Town Q 1,3,4,5</p>
<p>Physical Education</p>	<p>The Structure and Function of the Skeletal System</p> <ul style="list-style-type: none"> • Know the location of bones and type of bones • Describe the functions of the skeleton • Know the definition of synovial joints, giving examples • Describe the types of movement available at synovial joints • Know the role of ligaments, tendons and cartilage <p>The Structure and Function of the Muscular System</p> <ul style="list-style-type: none"> • Know the location of muscles • Know the antagonistic muscle pairs in the body • Describe the role and muscle actions in a variety of sporting examples <p>Movement Analysis</p> <ul style="list-style-type: none"> • Know the three classes of lever • Know the definition of mechanical advantage

- Know the location of the planes of movement and apply them to sport
- Know the location of the axis of movement and apply them to sport

The Cardiovascular and Respiratory Systems

- Know the circulatory system
- Know the different blood vessels
- Understand the pathway of blood through the heart
- Know the definitions of heart rate, stroke volume and cardiac output
- Know the role of the red blood cells
- Understand the pathway of air through the respiratory system
- Know the role of respiratory muscles
- Know the definitions of breathing rate, tidal volume and minute ventilation
- Understand about the alveoli as the site of gaseous exchange
- Know definitions of aerobic and anaerobic exercise
- Be able to apply practical examples of aerobic and anaerobic activities

The effects of exercise on body systems

- Understand the short and long term effects of exercise on the bodies systems
- Be able to apply sporting examples
- Be able to collect data relating to short and long term effects

Components of Fitness

- Know the components of fitness
- Know suitable tests for each component of fitness
- Be able to give practical examples of when each component is important

Applying the Principles of Training

	<ul style="list-style-type: none"> • Know the definitions for the principles of training • Know the elements of the FITT principle • Know the types of training • Understand the key components of a warm up and know the benefits of completing one • Understand the components and benefits of a cool down • Understand the long term effects of exercise <p>Preventing injury in physical activity and training</p> <ul style="list-style-type: none"> • Understand how the risk of injury can be minimises • Know the potential hazards in physical activity and sports settings • Performance enhancing drugs – names and effects
Enterprise	<p><u>Topics -</u></p> <ol style="list-style-type: none"> 1. · Characteristics of entrepreneurs 2. · Forms of ownership 3. · Market research- sources and advantages and disadvantages 4. · Sales promotion methods 5. · Break-even- definition and calculation 6. · Pricing strategies- advantages and disadvantages 7. · Support for enterprise 8. · Sources of capital 9. · Advertising methods 10. · Variable and fixed costs <div style="border: 1px solid orange; padding: 5px; text-align: center; margin-top: 20px;">Question Types</div>

	11. · Revenue 12. · Public relations 13. · Product lifecycle 14. · Types of data (quantitative and qualitative) 15. · Physical and digital methods of selling goods/services	Identify/give/state (1 mark)	Explain (2 marks)	Analyse (3 marks)	Discuss (8 marks)
		One word or phrase	State a point (1 mark), expand on the point (1 mark)	State a point (1 mark), expand on the point (1 mark), what does that mean for the owner/business (1 mark)	Advantages Disadvantages Conclusion
Classics	Myth and Religion <ul style="list-style-type: none"> • Unit 1.1 The Gods: Greek and Roman gods, their responsibilities, and symbols and how they are typically represented in ancient Greek and Roman art. • Unit 1.2 The Universal Hero: The myths associated with Heracles (known to the Romans as Hercules) and how he is typically represented including the Roman stories by Ovid and Virgil and the Metopes on the Temple of Zeus at Olympia. • Unit 1.3 Religion and the City: The temples of Greece (Temple of Zeus at Olympia and Parthenon) and Rome (Pantheon and Temple of Portunus) including the position of the altar, their layout and decoration, use by worshippers; the roles and responsibilities of priests and officials in worship and sacrifice. • Unit 1.4 Foundation Stories: Ancient Greek and Roman belief about the founding of Athens and Rome and what the myths and heroes meant to their city including Theseus, Romulus and Aeneas. 				

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| | <ul style="list-style-type: none">• <u>Unit 1.5 Festivals</u>: The origins of, participants, sacrifice, programme and events of the Greek (Dionysia and Panathenaia) and Roman festivals (Lupercalia and Saturnalia).• <u>Unit 1.6 Myths and Symbols of Power</u>: The links between myth and portrayal of power including how and why art may demonstrate power and the significance of where it was sited or displayed using the Centaureomachy metopes at the Parthenon, the Amazonomachy on the Bassae Frieze at the Temple of Apollo as well as the Prima Porta and Ara Pacis in Rome.• <u>Unit 1.7 Death and Burial</u>: The practices and beliefs of Ancient Greece and Rome surrounding death and burial including the preparation of the body, the funerary procession, burial of the body and the commemorative funerary festivals.• <u>Unit 1.8 Journeying to the Underworld</u>: Myths about journeys to the underworld in Greece (Homeric Hymn to Demeter) and Rome (Orpheus and Eurydice) including details of the myth, plot, portrayal of characters, the underworld and how the texts reflect ancient culture. |
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Writing a guide

What is being tested?

- How you appeal to a reader, the quality of your ideas and how well you present them
- Your ability to use sentencing, grammar and vocabulary

Definition:

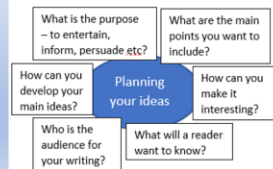
A guide is a piece of writing found in a newspaper, magazine or other publication. It gives information about a topic as it guides a reader to learn more about it.

Structuring a guide:

1. Give your guide a **title**. Many students use the word 'Guide' in their title along with the topic that they are writing about.
2. Your **opening paragraph** should outline the topic and what you intend to include.
3. Write two or three **main paragraphs** including specific details and ideas with plenty of personal opinions and information.
4. **Conclude** your guide. Give any remaining details or opinions.

Planning your content:

Before you begin, read the task carefully. It is really helpful if you plan out what you want to cover.



Techniques for guide writing

A good guide is usually persuasive and encourages a reader to listen to the writer's views, advice and opinions. It will usually be full of interesting details to encourage the reader to be guided to try out or avoid what you are writing about.

Think about:

- using strong opinions so the reader is clear about how you feel
- using persuasive techniques such as expert opinion to show the reader that you are well-informed
- including specific details such as the names of people, places or activities to make the reader feel that you are knowledgeable and should be listened to
- using inclusive/shared pronouns such as 'we...our...us...' make the reader feel the guide is a shared experience

Writing a guide- exam tasks:

2020

Write a lively guide to surviving the teenage years for a school/college magazine. [20]

Writing a guide- sample tasks:

Write an informative guide for new students who plan to join your school or college. [20]

Write a lively guide for visitors to your local area.

Write a guide for other GCSE students giving advice and information on how to survive their GCSE year. [20]

TOP TIPS:

- ★ Start with a clear view of what your opinions are about the topic. Make these opinions constantly clear to a reader.
- ★ When developing details, include as many details as you can so the reader feels like they have plenty of information.
- ★ Do not be afraid to be honest, if you dislike the place you are writing about make it clear in your writing.
- ★ Stay focused on the task.
- ★ Give plenty of personal opinions.

Next steps...

Work through the PowerPoint that accompanies this resource.

Read a range of different guides in your own time (for example a travel guide). Write down what works well. Are there any techniques that you can copy?

Work through some sample tasks and write a plan of what you might include.

Read your teacher's feedback when you next write a guide. What do they think you need to do to improve?

Writing a letter

What is being tested?

- How you appeal to a reader, the quality of your ideas and how well you present them.
- Your ability to use sentencing, grammar and vocabulary.

Definition:

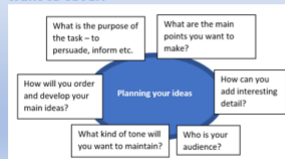
A **formal letter** is usually written to an audience who you are not personally familiar with. It is usually written for an official purpose – for example, to complain, to apply for work or to offer your opinions on a particular subject.

Structuring a letter:

1. Learn how to set out a formal letter – make sure you know where the **sender** and **recipient addresses** should go and how to **start** and **end** the letter.
2. Start with a focused **opening paragraph** in which you make clear the purpose of your letter.
3. Include at least two or three **main paragraphs** in which you include more details and ideas.
4. **Conclude** your letter. Either sum up your ideas or discuss the next steps that should be taken.

Planning your content:

Before you begin, read the task carefully. It is really helpful if you plan what you want to cover.



Techniques to use:

A good letter will be coherent and convincing.

Think about:

- vocabulary – use words that are specific and help you make your points
- organisation – you must write in paragraphs but make sure that these are organised in a logical way
- personal experience – can your own experiences add relevant detail to your letter
- techniques such as rhetorical questions or the use of pertinent evidence – these can help make the reader pay attention to the points being made
- clarity – make sure your points are clearly made and you don't contradict yourself

Writing a letter – exam tasks:

The text below was part of an article in a teenage magazine:

'I'm fed up of reading about celebrities and sports stars behaving badly. They do no good and a lot of harm. The worst thing is that teenagers are easily influenced to think they can copy them and behave the same.'

Write a letter to the magazine giving your views on the subject. [20]

This is part of a letter that appeared in a newspaper:

'I can't understand why we have pets. They can be expensive to look after, they take up lots of time, children want them then get tired of them, yet if you dare to say you would never have a pet, people think you are strange. I would never have one.'

Write a letter to the newspaper giving your views on this subject. [20]

Your headteacher has decided that there should not be an end of year celebration such as a school prom or party. The headteacher believes it would just be an excuse for students to show off in an expensive way.

Write a letter to your headteacher giving your opinions on this. [20]

It has been suggested that reduced-price bus fares for young people should be scrapped to save money, but that free travel for over 65s should continue. **Write a letter to your local newspaper giving your views on this proposal.** [20]

TOP TIPS:

- ★ Link ideas across paragraphs to create fluent writing – you might repeat ideas to reinforce a point.
- ★ Use topic sentences at the start of paragraphs to help organise your work and introduce ideas.
- ★ Keep checking the task you have been given to make sure you remain focused.
- ★ Try to develop your ideas thoughtfully – think about what will appeal to an audience.

Next steps...

Work through the PowerPoint that accompanies this resource.

Read the letters pages of a newspaper. Write down what works well. Are there any techniques that you can copy?

Work through some sample tasks and write a plan of what you might include.

Read your teacher's feedback when you next write a formal letter. What do they think you need to do to improve?

Writing a report

What is being tested?

- How you appeal to a reader, the quality of your ideas and how well you present them.
- Your ability to use sentencing, grammar and vocabulary.

Structuring a report:

Think carefully about the structure of your report. The following features might help you to organise your writing:

1. A brief **title** that makes clear the contents of your report.
2. An **introductory paragraph** that clearly outlines what you will be writing about.
3. **Subheadings** to help organise your writing.
4. At least two or three **main sections** in which you include more details and ideas.
5. A clear **conclusion** which addresses the task and contains your recommendations

Planning your content:

Before you begin, read the task carefully. It is really helpful if you **plan** what you want to cover.



Definition:

A **report** is a factual piece of writing which is usually written for a specific purpose and audience. It will rely on facts and realistic detail to examine a particular situation and is often required to make recommendations for the future.

Techniques to use:

A good report will be coherent, logically organised and convincing.

Think about:

- vocabulary – use words that are specific and help you make your points
- tone – this should be a formal piece of writing
- organisation – use subheadings to help you organise your work
- personal experience – can your own experiences add relevant detail to your letter?
- the sensible use of facts or expert evidence may add weight to your points
- clarity – make sure your points are clearly made and you don't contradict yourself
- set out the aims of your report clearly in your introduction
- make sure that your conclusion clearly reflects on your content and addresses the aims set out in your introduction

Writing a report – exam tasks:

Sample Assessment Materials

Your school/college is keen to reduce waste.

Write a report for the Headteacher/Principal suggesting ways this might be done.

You could include:

- examples of waste at the moment;
- your ideas about how the situation could be improved. [20]

Writing a report – sample tasks:

The governors who run your school are interested in the views of pupils about the strengths and weakness of the school.

Write a report for the governors to give your views.

You could include:

- examples of strengths and weaknesses of the school;
- your ideas about how the school could be improved. [20]

The local council have asked young people to write a report on your local area outlining the areas that need improvement.

Write a report for the local council to give your views.

You could include:

- examples of areas that you feel need improvement;
- your ideas about how improvements could be made. [20]

TOP TIPS:

- ★ Read the question carefully.
- ★ Keep checking the task you have been given to make sure you remain focused.
- ★ Use any bullet point guidance given in the question to help shape your content.
- ★ Try to develop your ideas thoughtfully – think about what will appeal to an audience.

Next steps...

Work through the PowerPoint that accompanies this resource.

Find examples of reports (ask your English teacher if you aren't sure where to look). Write down what works well. Are there any techniques that you can copy?

Work through some sample tasks and write a plan of what you might include.

Read your teacher's feedback when you next write a report. What do they think you need to do to improve?

Writing a review

What is being tested?

- How you engage a reader, the quality of your ideas and how well you present them
- Your ability to be evaluative when writing
- Your ability to use sentencing, grammar and vocabulary

Structuring a review:

1. Give your review a **title**. Use something interesting or catchy if you are able to.
2. Start with a focused **opening paragraph** outlining the topic and your overall opinions.
3. Include two or three **main paragraphs** in which you include more details and ideas about the strengths and weaknesses of the topic.
4. **Conclude** your review. Sum up your views and give an overall recommendation/rating.

Planning your content:

Before you begin, read the task carefully. It is **really helpful** if you **plan out** what you want to cover. Ask yourself lots of questions to help generate some ideas for your work.

1. What is the topic?
2. What do I know about it?
3. What are my views about it?
4. What do I like/dislike/appreciate?
5. Can I compare it to something similar?
6. Do I want others to watch/read it?

Definition:

A **review** is an evaluation of a given topic. If you are asked to write a review, you must give a range of personal opinions on the given subject.

Things to consider in your review:

A good review not only gives information about the **topic** but it gives a range of well supported personal views and opinions.

Think about:

- How you feel about the topic and why. Make sure you give strong opinions and add details to explain how you **feel**
- The strengths and weaknesses you are able to share with your **reader**
- Including a range of details/facts or evidence to support your **ideas**
- Including specific details (names of people, places, actors, songs etc) as this makes your review more credible and **interesting**
- A clear conclusion in which you draw together your views and give a final opinion/**overview**

Writing a review– exam tasks:

2019

Write a review for a teenage magazine of a book, **film** or TV programme/series that you have enjoyed in the last year and why it might appeal to others of your age.

Write your review. [20]

Writing a review– sample tasks:

Write a review of your school or college based on your experiences there.

Write your review. [20]

Write a review of a book, **CD** or film of your choice.

Write your review. [20]

TOP TIPS:

- ★ Stay focused –constantly weigh up the thing you are reviewing.
- ★ Use comparisons to add more weight to your points.
- ★ Use parenthesis (see PowerPoint) to add extra opinions and a clear viewpoint.
- ★ Think about your tone – confide in the reader so they trust you.
- ★ Ask questions and then make the answer seem like the only option.
- ★ Give plenty of reasons to support your opinions.

Next steps...

Work through the PowerPoint that accompanies this resource.

Read a range of different reviews in your own time. Write down what works well. Are there any techniques that you can copy?

Work through some sample tasks and write a plan of what you might include.

Read your teacher's feedback when you next write a review. What do they think you need to do to improve?

Writing a talk

What is being tested?

- How you appeal to a reader, the quality of your ideas and how well you present them.
- Your ability to use sentencing, grammar and vocabulary.

Structuring a talk:

1. When writing a speech your content needs to be set out as a **good piece of writing** – make sure you use paragraphs and careful sentence structure.
2. You may wish to **introduce yourself** and you certainly need to **introduce the content of your talk**.
3. Include **at least two or three main paragraphs** in which develop the main points of your talk.
4. **Link** your ideas as you move between paragraphs so that the content of your talk is fluent.
5. **Conclude** with a clear focus on the **task and audience**.

Planning your content:

Before you begin, read the task carefully. It is really helpful if you **plan** what you want to cover.



Definition:

A **talk (or speech)** is exactly what you would say if you were delivering a speech. You need to write as though your content will be listened to.

The audience and purpose of a speech can vary so understanding the task is crucial. This will help you decide on content and tone.

Techniques to use:

A good talk will be audience-aware, coherent and convincing.

Think about:

- **vocabulary**
use words that are specific and help you make your points
- **organisation**
you must write in paragraphs but make sure that these are organised in a logical way
- **accuracy**
punctuation is crucial to show how you can pace your talk and appeal to an audience
- **persuasive techniques**
you will have learned lots of these at school but give careful consideration to which ones will be useful for the task set
- **tone**
this will vary depending on your task – e.g. for some audiences a lively tone and the use of humour may be useful

Writing a talk – exam tasks:

You have been asked to give a talk to your class with the title:

The person I'd most like to spend a day with.

Your talk could be about a person who is famous such as a sportsperson, musician, inventor or national figure, someone from the past or someone who is not necessarily well known but who you admire.

Write what you would say in your talk. [20]

You are asked to give a talk to people in your class about your ambitions and what you hope to achieve in the next 10 years.

Write what you would say in your talk. [20]

Students often complain about being bored and having nothing to do through the long school summer holidays.

You have been asked to give a talk to you class giving your views, with suggestions and recommendations for making the most of school holidays.

Write what you would say. [20]

Many older people do not use modern technology because they do not understand it and are perhaps afraid of it.

You have been asked to give a talk to older people encouraging them to make use of modern technology.

Your talk should include one or more of the following:

- the internet
- social media such as Facebook and Twitter
- smart phones/smart watches
- tablets

Write what you would say. [20]

TOP TIPS:

- ★ Try to develop your ideas thoughtfully – think about what will appeal to an audience.
- ★ Link ideas across paragraphs to create fluent writing – you might repeat ideas to reinforce a point.
- ★ Keep checking the task you have been given to make sure you remain focused.
- ★ Choose persuasive techniques that help you and improve your writing – you don't need to tick off every technique that you know.

Next steps...

Work through the PowerPoint that accompanies this resource.

Read or watch famous speeches from history. Are there any techniques that you can copy?

Work through some sample tasks and write a plan for them.

Read your teacher's feedback for talks you have written in the past. What do they think you need to do to improve?