

# Holy Trinity College



**WINTER EXAMINATIONS  
2021**

## **Year 10** **Revision Guide**

Name \_\_\_\_\_

Class \_\_\_\_\_



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## Prayer to the Holy Trinity



Almighty God, Father, Son and Holy Spirit,

Trinity of persons yet the one God,  
Bless our school community here at Holy Trinity College.

God the Father, source of all creation,  
Nurture in us a sense of true respect,  
support and friendship.

God the Son, our brother, Lord and Teacher,  
fill all of us who learn, teach and work with wisdom,  
understanding and love.

God the Spirit, Paraclete and Helper, guide us to seek the good in everyone and to celebrate the commitment and co-operation of all.

Most Holy Trinity, may our community share in your life and love as we journey in Faith and Hope,  
AMEN.

Welcome to your Revision Booklet Year Tens!!

This booklet is going to be an important part of your daily routine over the next few weeks. Use it to the best of your ability and follow all the advice included by your teachers...they know how to help you achieve your maximum potential!! A lot of the information here will be backed up in your various Google Classrooms.

Some advice to help you over the next few weeks...

- Ask questions in class to make sure you understand the teacher.
- Take clear notes so you can review them later.
- Review your notes later. Rewrite them if they're messy or if it helps you to remember them.
- Study with friends, you can help each other.
- Don't be afraid to ask for extra help...Teachers will be happy to help!!
- Don't study in a setting with a lot of distractions eg in front of the TV
- Don't cram the night before. Plan ahead, set up a study schedule.
- Everybody has different studying techniques, figure out what works for you.
- Ask a friend, parent/guardian, or sibling to test you on the subject.
- Compare notes with the other members of your class.

## The days before your exams....

Spend about 45 minutes going over your revision notes for each subject being tested next week.

If there is one exam day when you think the tests will be more difficult, then plan ahead for this by doing a little of one of those subjects earlier this week.

Go to bed early and make sure you have breakfast the next morning. You will not be able to concentrate if you have not eaten.

There may be time to study before some of the exams. Make sure you have notebooks and revision notes from those subjects with you.

This way you can refresh what you have learnt immediately before the test begins.

Take some time each evening to make sure you have enough pens, pencils, etc with you. It is disruptive to others when a pupil has to borrow during an exam.

Do out a revision plan for the week beginning **Thursday 25<sup>th</sup> November** to study for the subjects you have next week. In your plan include some relaxation time, take a few hours off to watch T.V, meet your friends etc.



# Maths

## Year 10 -Learning Intentions Assessment 2

<b>Co-Ordinates &amp; Graphs</b>	Tick when complete:			
Pupils will be able to:				
Use coordinates in all four quadrants (revision);				
Name the equation of the X and Y axis;				
Name the equation of all horizontal and vertical lines;				
Name the two 45° diagonals on the coordinate axes;				
Draw a linear graph given a set of coordinates;				
Generate coordinates and plot graphs of linear functions (y given implicitly in terms of x).				
Know the general equation of a straight line is $y = mx + c$ .				
Recognise the importance of the number in front of X and the number at the end of the equation.				
Find the gradient and intercept from the equation of a line.				
Find the gradient and read the intercept from the graph.				
Know that parallel lines have the same gradient.				
Know the relationship between perpendicular lines and their gradients.				
Read the solution of a pair of simultaneous equations from a graph.				

<b>Rotation &amp; Enlargements</b>	Tick when complete:			
Pupils will be able to:				
Rotate a shape about a given point;				
Rotate a shape about a given co-ordinate;				
Fully describe a rotation given a shape and its image;				
Enlarge a shape using a positive integer scale factor;				
Enlarge a shape by a positive integer scale factor, given a centre of enlargement;				
Enlarge a shape by a fractional scale factor, given a centre of enlargement;				
Fully describe an enlargement given a shape and its image;				
Describe how enlargement changes area				

<b>Algebra</b>	Tick when complete:			
Pupils will be able to:				
Simplify algebraic expressions by collecting like terms;				
Multiply and divide algebraic expressions;				
Simplify expressions containing single brackets;				
Substitute numbers for letters in an algebraic expression or formula;				
Solve simple linear equations involving positive and negative terms.				
Solve equations containing brackets;				
Form a linear equation for a problem and use it to solve the problem;				
Factorise a simple expression;				
Solve quadratic equations by trial and improvement.				
Understand and can correctly use the symbols $<$ , $>$ , $\leq$ , $\geq$ .				
Plot inequalities on a number line for both real numbers and integers.				
Find the n <sup>th</sup> term of a sequence;				
**Expand a double bracket				
**Factorise a quadratic expression of the $x^2+ax+b$				
**Solve a pair of linear simultaneous equations algebraically;				
Solve inequalities and plot their solutions on a number line;				
**Solve double inequalities and plot their solutions on a number line.				
**Find the least and greatest possible value of inequalities				



## English Revision List

For your Christmas assessment you will complete a speaking and listening task during class time. This will involve taking part in a 15-20 minute group discussion with four other pupils in your class.

In preparation for the group discussion, you will need to revise the following:

- the research you have gathered about your topic, including factual information;
- the role of the chairperson;

- the helpful phrases used to-
  - a) Promote your point of view
  - b) To interrupt
  - c) To build upon the contribution of others
  - d) To agree with others
  - e) To disagree with others
  - f) To encourage participation
- non-verbal features such as: eye contact, use of facial expression, gesture, posture and body language;
- ways of listening and being able to sustain conversation;
- the difference between Standard English and slang;
- how to model the correct use of grammar when speaking;
- ideas for each role.



## Science

All of Key stage 3 Biology will be examined. Topics include:

Cells

Specialised cells

Organs (plant and animal)

Organ Systems

Reproduction in both plants and animals

Changes that occur during puberty

Adaptations

Feeding relationships- Food chains and food webs

Variation- Environmental and genetic

Vertebrate groups and their features

Classification

Balanced diet

Nutrients and their uses

Digestive system

Enzymes

Respiration

Heart structure

Blood vessels

Lung structure  
Gas exchange  
Microbes and disease  
How we defend ourselves against disease  
Antibiotics  
Immunity and vaccinations  
Pyramids of number  
Chromosomes, DNA and genes  
Genetic inheritance  
Selective breeding  
Cloning  
Fitness and health  
Dangers of smoking  
Alcohol- dangers and recommended units etc.  
Elbow joint and function of tendons, ligaments, cartilage etc.  
Photosynthesis- equation and experiments

Experimental techniques will also be examined- Fair tests, reading tables and graphs and making conclusions based on these.

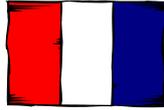


Irish:

#### **Laethanta Saoire (Holidays)**

- **Countries**
- **Where did you go on holidays?**
- **How you got there?**
- **How was the journey?**
- **When did you go?**
- **How long did you stay?**
- **How was the weather?**
- **What did you do every day?**
- **Did you enjoy your holidays?**
- **Would you go back?**

**Year 10 will need to know all possible responses to the questions.**



## FRENCH

### Assessment 2 revision

Year 10 French students are assessed in the skills of:

#### Reading and writing

The content of these assessments is listed below and is in the student work book in the vocabulary section at the back. Tick each one as you learn it.

#### Unit 1: French Geography

##### Pages 26 and 27

- The map of France
- What sort of town is it?
- Where do you live?
- What can you do there?
- What do you like doing?
- What did you do last week?
- The weather

**\*read/cover write and check** is the best method for revising French.

**REMEMBER!!** You can log on free to [Linguascope](#) for revision.

**Username:** htc

**Password:** let5learn





## Religion

### Islam

- Beginnings and Development Pgs 138-140
- The Qur'an Pgs 142-144
- The Core Beliefs Pg 147
- The 5 Pillars Pgs 147-148
- Ramadan Pgs 150 - 151
- The Mosque - Pgs 152-153
- Symbols in Islam - Pg 155
- Rituals and customs - Pgs 154 - 156



## History

Why do wars break out?

The most powerful countries in 1914. ( map)

The Causes of World War 1 ( M.A.I.N.)

The Triple Entente and Triple Alliance

What happened in Sarajevo?

Why did young men join up for war?

The Pal's Battalions.

The parts of a Trench

Life in the Trenches

(Research your own information about life in the trenches)

eg food, rats, gas, shell shock, trench foot, lice.

Be able to write about either an important turning point, a person, or an event in the 20th century, and say why it was important.

Please refer to the HTC History hub website for revision material and resources.

<https://htchistoryhub.wordpress.com/>



## Geography

Keywords on the topics of ecosystems, volcanoes and earthquakes. The keyword list will be given out in class and pupils will work through the meanings.

<b>Pyroclastic Flow</b>	<b>Tundra</b>	<b>Tsunami</b>
<b>Overgrazing</b>	<b>Volcanic bomb</b>	<b>Deforestation</b>
<b>Extinct</b>	<b>Erosion</b>	<b>Composite volcano</b>
<b>Richter</b>	<b>Shield volcano</b>	<b>Soil</b>
<b>Lava</b>	<b>Mediterranean Climate</b>	<b>Ash</b>
<b>Climate</b>	<b>Prevailing</b>	<b>Convictional Rainfall</b>
<b>Frontal Rainfall</b>	<b>Relief Rainfall</b>	<b>Deciduous</b>
<b>Coniferous</b>		

### **Data Response**

This question allows pupils to respond to a piece of geographical information. There is no revision needed for this question but pupils need to focus on the questions that they are being asked (exam technique).

## Extended Writing

Case study on the equatorial climate (Rainforest). Pupils will have to label the layers of the forest and explain how plants and animals have adapted to life in the rainforest.

## Problem Solving

The affects of latitude on the climate. Pupils must be able to draw the diagram including colouring or shading. They must write a description of how latitude affects climate. Page 6.

## Map Question

Counties of Ireland. Maps will be given out in class.

## Plant and Wildlife Adaptations - Ecosystems

The question focuses on how the plants in one of the ecosystems they have studied have adapted to the conditions. In this case it is the cactus in the desert. Pupils will be asked to produce a labelled diagram showing the cactus and how it has adapted.



## Music

Your Music assessment will take place during class time:

Page 30 - In the Bleak Midwinter





- 1) Workshop safety rules.
- 2) Ferrous and non-ferrous metals.
- 3) Hand tools when making the Toy Car,
  - Hand file
  - Hacksaw
  - Tinsnips
- 4) Machine tools when using the Toy Car,
  - Pillar drill
  - Box pan folder
  - Guillotine notcher
- 5) Types of gear systems,
  - Gear train
  - Bevel gear
  - Worm and wheel
  - Rack and pinion
- 6) Gear ratio and speeds.
- 7) Stages of Manufacture when making the Toy Car.



## Home Economics

- Page 4. Visible and invisible fats. Sources of fats. Why we should eat less fat.
- Page 5,6 How to cut down on fat. Choosing different foods.
- Page 10 Risk factors for heart disease.
- Page 16 5 steps to a healthy heart.
- Page 34 What is fair trade?
- Page 41 Pick out the statements that mean fair-trade.
- Page 43-45 What is organic food. Advantages and disadvantages of organic foods.
- Page 53 and 54 Saving heat/energy in the home.
- Page 57-59 Energy consumption of different household appliances.
- Pages 55 10 ways to be a greener cook.

You will need to look back through the recipes you have made, you will need to know the order of each recipe and what skills you used e.g chopping or rubbing in.

## Revision Notes