Year 10 Revision Guide

June 2021

Helpful tips for successful revision

- Make sure you know EXACTLY WHAT you need to learn.
- Don't expect the teacher to tell you everything that is on the exam! Plan you revision early.
- Make out a revision timetable.
- You must NOT leave all your revision to the night before. This is unwise.
- Make sure you get plenty of sleep in the weeks and days leading up to your exams.
- There are many different way to revise so know which works best for you.
- Whichever method you choose it is a good idea to get someone to ask you what you have learnt.

  This is how you will know the bits you need to go over again.
- The secret is to be ORGANISED and not to panic!

- Make sure you come to each exam properly equipped e.g. pens, pencil, rubber, ruler, calculator etc.

These exams will test what you know, understand and can do.

When you revise, try to understand the notes. Don't try to memorise everything, except maybe in the languages. If you understand for example the science notes then you are more likely to remember them. Trying to remember facts that you do not understand is a waste of time.

In order to understand your subject, you must do more than just read your notes. The following examples are some ways you might like to try to understand your notes better:

1. **UNDERLINE** or **HIGHLIGHT** important words or sections and make a list of key words and definitions.

2. Make a **SUMMARY** of the topic. Some useful methods are:

(a) **LISTS** - of key facts and key words is a useful way of remembering things.
(b) **FLOW CHARTS** - a flow chart is a series of short statements connected by arrows. It is useful for summarising a sequence of events.
(c) **DIAGRAMS** - draw diagrams to summarise important sections or notes. Diagrams are helpful because people find it easier to remember things in pictures. Make your diagram simple and easy to remember. Write the labels well clear of the diagram so that you can cover them up later and test yourself.

3. Use previous test papers you have already done. Go over the questions and see if you could do any better now!

The next few pages show how you might like to organise your revision. This way you will not leave out any subject and you can see what you have already done.

You should set revision targets for the following week well in advance and try very hard to keep to them. This may mean you may miss a favourite television programme but the effort made will be worth it in the end.

You may also have homework to complete during this time.

Revision should only be started when all the homework for that evening is completed.

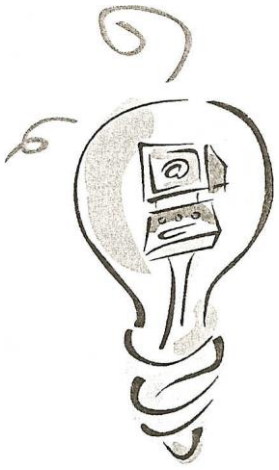
<u>Good luck!</u>

"Genius is 1% inspiration

and

99% perspiration"

Thomas Edison quotation -
Inventor of the light bulb!



Subjects	Work to be learnt	Tick when completed
English 	You will complete a standardised English test which will assess your reading and writing. You will complete exercises in the following areas: 1) Spelling 2) Punctuation 3) Grammar 4) Comprehension- reading for meaning 5) Vocabulary 6) Synonyms 7) Meanings of words You should revise the following topics: • Spelling rules, common mistakes with spellings, homophones, patterns of words, single and double letters, rules for plurals, prefixes and suffixes. • Punctuation rules for the use of the full stop, comma, apostrophe, colon, semi colon, question mark, speech mark and exclamation mark. • Grammar rules- tense, verbs, nouns, adjectives, adverbs and creating sentences. • How to read for meaning. • Infer meaning of new words from surrounding text. • Make sense of unfamiliar language. • Synonyms and antonyms. • Meanings of different words.	
Technology 	1) Workshop safety rules. 2) Ferrous and non-ferrous metals. 3) Hand tools when making the car, • Hand file • Hacksaw	

	• Tinsnips 4) Machine tools when using the 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 car.	
HE  	1. Eight Tips for Eating Well. Page 87. 2. Energy Balance. How much energy do different groups need? Page 82. 3. High/low energy foods. Page 81 4. How we use energy. Page 83 5. Nutrition across the lifecycle. Page 103-106 6. The diet of elderly people. Page 87 7. Illnesses elderly people are likely to suffer from. Page 114 8. To take granny in or not. Page 118	

French

Unit 3: Shopping booklet only

- **Places in town**
- **Directions**
- **Transport**
- **Shops**
- **Clothes**
- **Beauty products**
- **Lost property**
- **Numbers (tens)**

Art

See your teacher for instructions

Maths

Yr10	Class	Teacher	Summer Assessment Papers
1	10GMA	CMA	Papers 2 and 3. (Potential Further Maths pupils also
2	10MTO	KOB	Papers 2 and 3. (Potential Further Maths pupils also
3	10EBE	SFO	Papers 2 and 3. (Potential Further Maths pupils also
4	10GHA	DMY	Papers 2 and 3. (Potential Further Maths pupils also
5	10PCL	CHU	Papers 1 and 2
6	10LMA	RLI	Papers 1 and 2
7	10GMS	CBO	Papers 1 and 2

SEE THE REVISION GUIDE FOR EACH TEST AT END OF THE BOOKLET

RE

Crime & Punishment – What is crime? Types of Punishment, Christians and Punishment, The Prodigal Son, The Death Penalty.

Life Matters – Human Life is Sacred, Abortion

History

The Suffragettes
The Holocaust

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

https://htchistoryhub.wordpress.com/

Irish

Feelings and emotions- I am hungry, I am tired, I am thirsty etc.

Parts of body – Label the body
School Uniform
School subjects

Geography 	**Keywords** Keyword list will be given out in class and all definitions must be learnt: **Primary, Secondary, Tertiary, Tourists, National Parks, Conservationists, Sweatshops, Scenery, Majorca, Transnational Corporation, European Union, Globalisation, Migration, Intensive Farming, Commercial Farming, Subsistence Farming, Renewable, Non – Renewable, Geothermal, Fossil Fuels, Uranium, Industry, Imports, Exports** **Data Response** Tectonics – Earthquakes and Volcanoes Structure of the earth – core, mantle, crust. Earthquake distribution map – questions related to map. **Extended Question** Tell the story of a recent earthquake you have studied. Include explanation and impacts. **Mapwork** Countries if the European Union.	
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. ***Chemistry*** Acids and Alkalis Chemical Reactions Solids, Liquids and Gases Solutions Atoms and Elements Compounds and Mixtures Metals and Their Compounds Patterns of Reactivity Environmental Chemistry Using Chemistry ***Physics*** Energy Circuits Forces Solar System Heating and Cooling Magnets Light Sound Energy & Electricity Gravity and Space Speed Pressure and Moments	
Music 	There will be a short listening and practical activity assessed in music class. Your music teacher will explain the assessment. No revision needed- just your participation with the task!	

MATHS REVISION

Subject – Mathematics Paper 1 & 2

Attainment Target – Number & Algebra

Level Descriptors	Developing	Attained
Level 3 • Pupils show understanding of place value in numbers up to 1000 and use this to make approximations.		
• They begin to use decimal notation and to recognise negative numbers, in contexts such as money and temperature.		
• Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers.		
• They add and subtract numbers with two digits mentally and numbers with three digits using written methods.		
• They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts.		
• They solve whole-number problems involving multiplication or division, including those that give rise to remainders.		
• They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.		
Level 4 • Pupils use their understanding of place value to multiply and divide whole numbers by 10 or 100.		
• When solving number problems, they use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to 10 x 10 and quick derivation of corresponding division facts.		
• They use efficient written methods of addition and subtraction and of short multiplication and division.		
• They recognise approximate proportions of a whole and use simple fractions and percentages to describe these. They begin to use simple formulae expressed in words.		
Level 5 • Pupils use their understanding of place value to multiply and divide whole numbers and decimals.		
• They order, add and subtract negative numbers in context.		
• They use all four operations with decimals to two places.		
• They solve simple problems involving ratio and direct proportion.		
• They calculate fractional or percentage parts of quantities and measurements, using a calculator where appropriate.		
• They construct, express in symbolic form and use simple formulae involving one or two operations.		
• They use brackets appropriately.		
• They use and interpret coordinates in all four quadrants.		

Attainment Target - Geometry and Measures

Level Descriptors	Developing	Attained
Level 3 • Pupils classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes		
• They use non-standard units, standard metric units of length, capacity and mass, and standard units of time, in a range of contexts.		
Level 4 • Pupils make 3D mathematical models by linking given faces or edges, and draw common 2D shapes in different orientations on grids		
• They reflect simple shapes in a mirror line		
• They choose and use appropriate units and tools, interpreting, with appropriate accuracy, numbers on a range of measuring instruments		
• They find perimeters of simple shapes and find areas by counting squares.		
Level 5 • When constructing models and drawing or using shapes, pupils measure and draw angles to the nearest degree and use language associated with angles		
• They know the angle sum of a triangle and that of angles at a point		
• They identify all the symmetries of 2D shapes		
• They convert one metric unit to another		
• They make sensible estimates of a range of measures in relation to everyday situations		
• They understand and use the formula for the area of a rectangle.		

Attainment Target - Handling Data

Level Descriptors	Developing	Attained
Level 3 • Pupils extract and interpret information presented in simple		

tables and lists • They construct bar charts and pictograms, where the symbol represents a group of units, to communicate information they have gathered, and they interpret information presented to them in these forms.		
Level 4 • Pupils collect discrete data and record them using a frequency table		
• They understand and use the mode and range to describe sets of data		
• They group data in equal class intervals where appropriate, represent collected data in frequency diagrams and interpret such diagrams		
• They construct and interpret simple line graphs.		
Level 5 • Pupils understand and use the mean of discrete data		
• They compare two simple distributions using the range and one of the mode, median or mean		
• They interpret graphs and diagrams, including pie charts, and draw conclusions		
• They understand and use the probability scale from 0 to 1		
• They find and justify probabilities and approximations to these by selecting and using methods based on equally likely outcomes and experimental evidence, as appropriate		
• They understand that different outcomes may result from repeating an experiment.		

Remember to use Hegarty Maths as a revision tool and your past papers for rehearsal

GOOD LUCK!

Subject – Mathematics Paper 2 & 3

Attainment Target – Number & Algebra

Level Descriptors	Developing	Attained
Level 4 • Pupils use their understanding of place value to multiply and divide whole numbers by 10 or 100.		
• When solving number problems, they use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to 10 x 10 and quick derivation of corresponding		

division facts. • They use efficient written methods of addition and subtraction and of short multiplication and division. • They recognise approximate proportions of a whole and use simple fractions and percentages to describe these. They begin to use simple formulae expressed in words.		
Level 5 • Pupils use their understanding of place value to multiply and divide whole numbers and decimals. • They order, add and subtract negative numbers in context. • They use all four operations with decimals to two places. • They solve simple problems involving ratio and direct proportion. • They calculate fractional or percentage parts of quantities and measurements, using a calculator where appropriate. • They construct, express in symbolic form and use simple formulae involving one or two operations. • They use brackets appropriately. • They use and interpret coordinates in all four quadrants.		
Level 6 • Pupils order and approximate decimals when solving numerical problems and equations, using trial and improvement methods. • They evaluate one number as a fraction or percentage of another. • They understand and use the equivalences between fractions, decimals and percentages, and calculate using ratios in appropriate situations. • They add and subtract fractions by writing them with a common denominator. • They find and describe in words the rule for the next term or nth term of a sequence where the rule is linear. • They formulate and solve linear equations with whole-number coefficients. • They represent mappings expressed algebraically, and use Cartesian coordinates for graphical representation interpreting general features.		

Attainment Target - Geometry and Measures

Level Descriptors	Developing	Attained
Level 4 • Pupils make 3D mathematical models by linking given faces or edges, and draw common 2D shapes in different orientations on grids • They reflect simple shapes in a mirror line • They choose and use appropriate units and tools, interpreting, with appropriate accuracy, numbers on a range of measuring instruments		

• They find perimeters of simple shapes and find areas by counting squares.		
Level 5 • When constructing models and drawing or using shapes, pupils measure and draw angles to the nearest degree and use language associated with angles		
• They know the angle sum of a triangle and that of angles at a point		
• They identify all the symmetries of 2D shapes		
• They convert one metric unit to another		
• They make sensible estimates of a range of measures in relation to everyday situations		
• They understand and use the formula for the area of a rectangle.		
Level 6 • Pupils recognise and use common 2D representations of 3D objects		
• They know and use the properties of quadrilaterals		
• They solve problems using angle and symmetry, properties of polygons and angle properties of intersecting and parallel lines, and explain these properties		
• They devise instructions for a computer to generate and transform shapes and paths		
• They understand and use appropriate formulae for finding circumferences and areas of circles, areas of plane rectilinear figures and volumes of cuboids when solving problems.		

Attainment Target - Handling Data

Level Descriptors	Developing	Attained
Level 4 • Pupils collect discrete data and record them using a frequency table		
• They understand and use the mode and range to describe sets of data		
• They group data in equal class intervals where appropriate, represent collected data in frequency diagrams and interpret such diagrams		
• They construct and interpret simple line graphs.		
Level 5 • Pupils understand and use the mean of discrete data		
• They compare two simple distributions using the range and one of the mode,		

median or mean • They interpret graphs and diagrams, including pie charts, and draw conclusions • They understand and use the probability scale from 0 to 1 • They find and justify probabilities and approximations to these by selecting and using methods based on equally likely outcomes and experimental evidence, as appropriate • They understand that different outcomes may result from repeating an experiment.		
Level 6 • Pupils collect and record continuous data, choosing appropriate equal class intervals over a sensible range to create frequency tables • They construct and interpret frequency diagrams • They construct pie charts • They draw conclusions from scatter diagrams, and have a basic understanding of correlation. • When dealing with a combination of two experiments, they identify all the outcomes. • When solving problems, they use their knowledge that the total probability of all the mutually exclusive outcomes of an experiment is 1.		

Remember to use Hegarty Maths as a revision tool and your past papers as rehearsal.

GOOD LUCK!

Subject – Mathematics Paper 3 & 4

Attainment Target – Number & Algebra

Level Descriptors	Developing	Attained
Level 5 • Pupils use their understanding of place value to multiply and divide whole numbers and decimals. • They order, add and subtract negative numbers in context. • They use all four operations with decimals to two places. • They solve simple problems involving ratio and direct proportion. • They calculate fractional or percentage parts of quantities and measurements, using a calculator where appropriate. • They construct, express in symbolic form and use simple formulae involving one or two operations. • They use brackets appropriately.		

• They use and interpret coordinates in all four quadrants.		
Level 6 • Pupils order and approximate decimals when solving numerical problems and equations, using trial and improvement methods.		
• They evaluate one number as a fraction or percentage of another.		
• They understand and use the equivalences between fractions, decimals and percentages, and calculate using ratios in appropriate situations.		
• They add and subtract fractions by writing them with a common denominator.		
• They find and describe in words the rule for the next term or nth term of a sequence where the rule is linear.		
• They formulate and solve linear equations with whole-number coefficients.		
• They represent mappings expressed algebraically, and use Cartesian coordinates for graphical representation interpreting general features.		
Level 7 • When making estimates, pupils round to one significant figure and multiply and divide mentally		
• They understand the effects of multiplying and dividing by numbers between 0 and 1		
• They solve numerical problems involving multiplication and division with numbers of any size, using a calculator efficiently and appropriately		
• They understand and use proportional changes, calculating the result of any proportional change using only multiplicative methods		
• They find and describe in symbols the next term or nth term of a sequence where the rule is quadratic		
• They use algebraic and graphical methods to solve simultaneous linear equations in two variables.		

Attainment Target - Geometry and Measures

Level Descriptors	Developing	Attained
Level 5 • When constructing models and drawing or using shapes, pupils measure and draw angles to the nearest degree and use language associated with angles		
• They know the angle sum of a triangle and that of angles at a point		
• They identify all the symmetries of 2D shapes		
• They convert one metric unit to another		
• They make sensible estimates of a range of measures in relation to everyday situations		
• They understand and use the formula for the area of a rectangle.		
Level 6 • Pupils recognise and use common 2D representations of 3D objects		

• They know and use the properties of quadrilaterals • They solve problems using angle and symmetry, properties of polygons and angle properties of intersecting and parallel lines, and explain these properties • They devise instructions for a computer to generate and transform shapes and paths • They understand and use appropriate formulae for finding circumferences and areas of circles, areas of plane rectilinear figures and volumes of cuboids when solving problems.		
Level 7 • Pupils understand and apply Pythagoras' theorem when solving problems in two dimensions • They calculate lengths, areas and volumes in plane shapes and right prisms • They enlarge shapes by a fractional scale factor, and appreciate the similarity of the resulting shapes • They determine the locus of an object moving according to a rule • They appreciate the imprecision of measurement and recognise that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction • They understand and use compound measures, such as speed.		

Attainment Target - Handling Data

Level Descriptors	Developing	Attained
Level 5 • Pupils understand and use the mean of discrete data • They compare two simple distributions using the range and one of the mode, median or mean • They interpret graphs and diagrams, including pie charts, and draw conclusions • They understand and use the probability scale from 0 to 1 • They find and justify probabilities and approximations to these by selecting and using methods based on equally likely outcomes and experimental evidence, as appropriate • They understand that different outcomes may result from repeating an experiment.		
Level 6 • Pupils collect and record continuous data, choosing appropriate equal class intervals over a sensible range to create frequency tables • They construct and interpret frequency diagrams • They construct pie charts		

• They draw conclusions from scatter diagrams, and have a basic understanding of correlation.		
• When dealing with a combination of two experiments, they identify all the outcomes.		
• When solving problems, they use their knowledge that the total probability of all the mutually exclusive outcomes of an experiment is 1.		
Level 7 • Pupils specify hypotheses and test them by designing and using appropriate methods that take account of variability or bias		
• They determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry		
• They use measures of average and range, with associated frequency polygons, as appropriate, to compare distributions and make inferences		
• They understand relative frequency as an estimate of probability and use this to compare outcomes of experiments.		

Remember to use Hegarty Maths as a revision tool and your past papers for rehearsal

GOOD LUCK!