

Year 10 - Summer 2025 - Mock Exam Revision topic list.

This guide lists all the topics you need to revise for each of your mock exams .

Use this resource as a checklist.

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| <p><u>English Literature (Paper 1) - Shakespeare and 19th century fiction (1h45m)</u></p> <p><u>Exam overview</u></p> <p>Section A - Shakespeare: ‘Macbeth’ (34 marks including 4 marks for accuracy of SPaG - spelling, punctuation and grammar)</p> <p>Section B - C19 Fiction: ‘A Christmas Carol’ (30 marks)</p> <ul style="list-style-type: none"> • You should divide your time equally between Sections A and B (roughly 50 mins on each essay). • Both essays are the same format - you will be given an extract to analyse closely and then make links to, and analyse, other moments from elsewhere in the text which are relevant to the question. • You will not have a copy of the text in this exam so you will have to know the texts well and revise key quotations, scenes and characters. • You should start your essay with a ‘thesis’ sentence which summarises your overall response to the question and gives you something to prove with your evidence. You can then link back to this statement throughout your essay. • Structure your essay as you have been taught to by your teacher in lessons. The examiners suggest a 5-point structure: <ul style="list-style-type: none"> ○ Introduction - which includes a ‘thesis’ sentence (see above) ○ Close analysis of the extract (clear topic sentence/point related to the question > analysis of several quotations in the extract > zoom in | <p><u>GCSE sociology</u></p> <p><u>Family</u></p> <ul style="list-style-type: none"> • Functions of families • Family forms • Conjugal role relationships • Changing relationships within families • Criticisms of families • Divorce <p><u>Education</u></p> <ul style="list-style-type: none"> • Roles and function of education • The relationship between education and capitalism • Educational Achievement • Processes within schools <hr/> <p><u>GCSE Citizenship</u></p> <p><u>Life in Modern Britain</u></p> <ul style="list-style-type: none"> • What are the principles and values that underpin British society? • What do we mean by identity? • What is the role of the media and free press? • What is the UK’s role in key international organisations? • How can citizens make their voice heard and make a difference in society? | <p><u>GCSE MUSIC</u></p> <p>Listening and appraising.</p> <p>A written paper, with audio recording.</p> <p>Aural recognition and context music from within the Areas of Study 2, 3, 4 & 5.</p> <p>Keywords</p> <p>Melody (tune) Call and response is used to create a musical convers ation.</p> <p>Pitch – High, Mid, Low/bass</p> <p>Texture- Thick (many instruments) – Thin (a few or solo instruments).</p> <p>Polyphonic - At least two parts with separate melody lines.</p> <p>Homophonic – lines of music move in a similar shape.</p> <p>Monophonic - Mono/one line no harmony</p> <p>Heterophonic – One tune, Theme and variation</p> <p>Harmony – Major/minor chords (two or more notes played at the same time.</p> <p>Dynamics – Loud (forte), Quiet (piano), moderately loud, moderately quiet or soft. Terraced dynamics</p> <p>Tempo – Speed, how fast or slow is the music performed.</p> <p>Structure – Intro, verse, bridge, chorus. Describe the sections. ABA, ABCABC, AABBA</p> <p>Instrumentation – Name specific instruments for the genre/style of music.</p> | <p><u>Combined Science topics</u></p> <p>Biology</p> <ul style="list-style-type: none"> • Photosynthesis • Communicable Diseases • Preventing and Treating Disease • Cell division • Cancer • Organisation • Reproduction • Ecology • Human Nervous System <p>Chemistry</p> <ul style="list-style-type: none"> • Bonding • Periodic Table • Crude Oil • Earth’s Atmosphere • Energy Changes • Chemical Changes <p>Physics</p> <ul style="list-style-type: none"> • Wave Properties • Molecules and Matter • Electromagnets • Electric circuits • Forces and Motion • Electromagnetic waves • Radioactivity • Molecules and Matter <p><u>Triple Science Topics:</u></p> <p>Biology</p> <ul style="list-style-type: none"> • Photosynthesis • Communicable Diseases • Preventing and Treating Disease |
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| <p>and explain the specific effects of techniques/methods used by the writer in the extract > link to relevant context/your thesis sentence/the writer's message/other related events or quotations from elsewhere in the text).</p> <ul style="list-style-type: none"> ○ 2 x paragraphs exploring characters, events or moments from elsewhere in the text which are relevant to the question and support your argument/thesis sentence. ○ Conclusion - briefly summarise your key points and the writer's message, giving a final answer to the essay question which links back to your thesis sentence. <p>Revision topics</p> <p>‘Macbeth’:</p> <ul style="list-style-type: none"> ● key themes: ambition, fate vs. free will, loyalty/betrayal, good vs. evil, appearance vs. reality, gender, power and guilt. ● The presentation and ‘character arcs’ of Macbeth and Lady Macbeth. ● Key vocabulary from lessons e.g. emasculation, equivocation, hamartia, euphemism, nihilism, patriarchy. ● Context: the tragedy genre and Jacobean beliefs ideas about witchcraft, the Great Chain of Being, the Divine Right of Kings, the status of women/patriarchy, the Gunpowder Plot. <p>‘A Christmas Carol’:</p> | <p><u>Rights and responsibilities</u></p> <ul style="list-style-type: none"> ● What laws does society require and why? ● What are a citizen's rights and responsibilities within the legal system? ● How has the law developed over time, and how does the law protect the citizens and deal with criminals? ● What are the universal human rights and how do we protect them? ● How do citizens play a part to bring about change in the legal system? <p>Teachers will also provide a more detailed checklist in lessons.</p> <hr/> <p><u>BTEC Tech Award - Performing Arts</u></p> <p>Component 3 - Responding to a brief: Sample material</p> <p>https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/performing-arts/2017/specification-and-sample-assessments/BTEC-Performing-Arts-SAM.pdf</p> <p>Identify the following</p> <ul style="list-style-type: none"> ● Stimulus ● Creative intention ● Target audience ● Practitioners and techniques | <p>(Steel pans- calypso. Bouzouki-Greek, Sitar/Tabla-Raga. African Music-Talking drum to send messages).</p> <p>Technology – Loops, echo, reverb, sequence, layering tracks, Quantize, automation for volume fade.</p> <p>The concerto – Baroque - (Small group/soloist-Concertino (call), large group-Ripieno (Response). Classical-Soloist-large orchestra. Baroque - Basso continuo.</p> <p>Popular music – 1960's, 1970's 1980's 1990's to current day. Bass guitar, Drums, Vocals, piano, electric guitar, melody and accompaniment, accappella vocals. Riff.</p> <p>World music – Samba, Calypso, African music, Greek music, Israeli music, Palestinian Music, Raga, Bhangra,</p> <p>Film Music – Leitmotif, orchestral instruments, mood, sequences.</p> <p>*Remember: Quickly underline keywords for each question.</p> <p>a) Give <u>four features</u> of the <u>accompaniment</u> (backing) that you hear.</p> <p>b) <u>Describe</u> how the <u>solo instrument</u> and the orchestra work together (*idea - call and response)</p> <p>c) Compare the <u>tempo</u> (speed) of <u>both</u> of the <u>extracts</u>.</p> <p>d) How many beats are in a bar? (2, 3, 4) (2/4, 3/4, 4/4, 6/8)</p> <p>e) Compare questions – <u>Describe extract a)</u> and how <u>extract b)</u> is <u>different</u>. Comment on <u>speed, instruments, texture</u>.</p> | <ul style="list-style-type: none"> ● Cell division ● Reproduction ● Adaptations ● Organising an ecosystem ● Human nervous system ● Variation and evolution <p>Chemistry</p> <ul style="list-style-type: none"> ● Bonding ● Rates of reaction ● Crude Oil ● Testing for ions ● Energy changes ● Earth's resources ● Using resources ● Chemical changes <p>Physics</p> <ul style="list-style-type: none"> ● Wave Properties ● Electromagnetic Waves ● Electric circuits ● Space ● Electricity in the home ● Molecules and matter ● Radioactivity ● Light <p>Forces and pressure</p> |
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| <ul style="list-style-type: none">● Key themes: greed, poverty, Christmas spirit/values, family, redemption, charity and kindness.● Scrooge’s character arc - his journey to redemption throughout the novella.● The role of the ghosts - What do they symbolise? How does each ghost help Scrooge to change into a better person and member of society?● Context: Victorian society and attitudes to the poor/poverty, Charles Dickens’ attitudes and beliefs, Victorian attitudes towards Christmas● Summarise Dickens’ message to the Victorian readers. What does he want them to learn? What does he want to change in Victorian society? <p><u>Revision Resources & Tips</u></p> <p>Both texts are short - re-read them!</p> <p>Make your own essay questions and essay plans using the themes above e.g. Starting with [the Ignorance and Want] extract, explore how Dickens presents ideas about [poverty and greed] in ‘A Christmas Carol’.</p> <p>Practise writing thesis sentences for a range of different essay questions. Then choose three key moments/events or characters from the text through which to prove or explore your thesis sentence.</p> <p>Make a quotation bank or revision cards for key themes and characters (3-5 per theme/character) and memorise them.</p> <p>Buy the CGP or Oxford Revise revision guides on ‘Macbeth’ and ‘A Christmas Carol’. You can buy them on Amazon, in bookshops or from the English Department office (for a slightly discounted price if you’re quick!).</p> | <ul style="list-style-type: none">● Different styles and genre● Theatre stages● Structure and layout of a performance● Acting skills <p>Drama techniques for devising - Definitions and application of:</p> <ul style="list-style-type: none">● Still image● Thought track● Direct address● Narration● Slow motion● Unison/Canon● Symbolism● Mime● Cross cutting● Flash Forward/Flashback <p>Practitioners</p> <ul style="list-style-type: none">● Stanislavski● Brecht● Boal <p>Identify different devising techniques and how to undergo the devising process:</p> <p>https://www.bbc.co.uk/bitesize/topics/zjw3vk7</p> <p>Practitioners and techniques</p> <p>https://www.bbc.co.uk/bitesize/topics/zm72pv4</p> | <p><u>dynamics, articulation, structure, rhythm.</u></p> <p>Similar to describing characters in GCSE English</p> <p>AoS 3 Rhythms of the World -Calypso</p> | |
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| Mr Bruff's YouTube channel is also a good source of revision for key quotations, summaries, themes and full mark example answers. | • | | |
| <u>Hospitality and Catering</u> Unit 1 LO1 Understand the environment in which hospitality and catering providers operate LO2 Understand how hospitality and catering provision operates LO3 Understand how hospitality and catering provision meets health and safety requirements LO4 Know how food can cause ill health | <u>Travel and Tourism</u> Component 2 - Customer Needs in Travel and Tourism Learning outcome B: Explore popular visitor destinations B1 Visitor destinations. B2 Different types of travel and tourism activities. B3 Popularity of destinations with different visitor types. B4 Travel options to access tourist destinations - Modes of transport, hubs and routes. | <u>GCSE Spanish</u> <ul style="list-style-type: none"> • The basics: Numbers, Times & dates, Question words, Opinion phrases, Weather • Grammar: Past / present / future tense / conditional tense/ imperfect tense (used to...), subjunctive tense (if i could...), idioms. Topics: <ul style="list-style-type: none"> • My personal world • Studying and my future • Lifestyle and wellbeing • Travel and tourism • My neighbourhood Media and technology | <u>GCSE French</u> <ul style="list-style-type: none"> • The basics: Numbers, Times & dates, Question words, Opinion phrases, Weather • Grammar: Past / present / future tense / conditional tense/ imperfect tense (used to...), subjunctive tense (if i could...), idioms. Topics: <ul style="list-style-type: none"> • My personal world • Studying and my future • Lifestyle and wellbeing • Travel and tourism • My neighbourhood • Media and technology |

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| <p><u>GCSE Citizenship</u></p> <p>1. What are the principles and values that underpin British society?</p> <ul style="list-style-type: none"> ● Democracy: Free and fair elections, political participation, and voting rights. ● Rule of Law: Everyone is equal under the law, including the government. ● Individual Liberty: Freedom of speech, religion, and personal choice, balanced with respect for others' rights. ● Mutual Respect and Tolerance: Celebrating diversity and fostering inclusivity through laws like the Equality Act 2010. ● Traditions and Heritage: The influence of British history, institutions, and cultural events on national values. <p>2. What do we mean by identity?</p> <ul style="list-style-type: none"> ● Personal Identity: Shaped by family, upbringing, education, and experiences. ● National Identity: Expressed through shared traditions, symbols, and a sense of belonging. ● Cultural Identity: Influenced by ethnicity, religion, and multiculturalism in the UK. ● Diversity and Integration: Benefits and challenges of living in a diverse society and efforts to promote inclusion. ● Global Identity: The impact of globalisation and multiple identities in a connected world. <p>3. What is the role of the media and the free press?</p> <ul style="list-style-type: none"> ● Freedom of the Press: Essential for holding power to account and promoting democracy. | <p><u>Geography</u> (Paper 2 90mins)</p> <p><u>Section A, B and C of Paper 2- Urban Challenges, The Changing Economic World, Resources</u></p> <p>Rates of urbanisation, push, pull factors and the future of Mega Cities</p> <p>Opportunities, challenges and the issue with deprivation and inequalities in urban areas.</p> <p>The case study of the opportunities and challenges of living in London and Improving Makoko as a case study</p> <p>The case study of the opportunities and challenges of living in London and the LDDC as a case study</p> <ul style="list-style-type: none"> ● Development indicators and Global variations in economic development and quality of life. ● The physical and human factors influencing development ● Strategies to reduce the Development Gap (international Aid, fairtrade, tourism, microfinance etc) ● The Case Study of Nigeria and how it's economy is changing ● The Case Study of the UK and how it's economy is changing <p>Resources</p> <p>The distribution of food, water and energy across the planet.</p> | <p><u>History GCSE</u></p> <p><u>Paper 1</u></p> <p>Revise everything you have done of medicine this term. Use pages 6-31 in your green revision book.</p> <ul style="list-style-type: none"> ● Medicine in the Middle Ages ● Medicine in the Medical Renaissance ● The 18th and 19th centuries ● 1900- modern <p>Paper 2 consists of both Early Elizabethan England <i>and</i> American West c1834-1894 (1 hour 50 mins).</p> <p>Below is a list of topics you must revise for the history mock exam with page references from the green revision book. Make sure you also revise from your notes and any past papers.</p> <p>Paper 2 Early Elizabethan England</p> <p>TOPICS TO REVISE</p> <ul style="list-style-type: none"> ● Problems Elizabeth faced in 1558 p90-91 ● The Revolt of the Northern Earls and other plots against Elizabeth p97-99 ● English involvement in the Netherlands p100-101 ● Early Elizabethan Theatre p106 ● Attitude and treatment of the poor 1558-1588 p107-108 <p>Paper 2 American West</p> <p>TOPICS TO REVISE</p> | <p><u>Business</u></p> <p>Paper 1 Theme 1: Investigating small business</p> <ul style="list-style-type: none"> ● Topic 1.1 Enterprise and entrepreneurship ● Topic 1.2 Spotting a business opportunity ● Topic 1.3 Putting a business idea into practice ● Topic 1.4 Making the business effective <p>No questions from Topic 1.5 will appear on the paper.</p> <p>Pg 2-25 in your knowledge organiser.</p> <p><u>GCSE Computer Science</u></p> <p>1.1 SYSTEMS ARCHITECTURE</p> <ul style="list-style-type: none"> ● 1.1.1 Architecture of the CPU ● 1.1.2 CPU Performance ● 1.1.3 Embedded Systems <p>1.2 MEMORY AND STORAGE</p> <ul style="list-style-type: none"> ● 1.2.1 Primary Storage |
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| <ul style="list-style-type: none">● Media Influence: Shapes public opinion and attitudes through traditional and social media.● Bias and Objectivity: Importance of recognising media bias and thinking critically.● Ethical Responsibilities: Journalists must respect privacy, accuracy, and avoid sensationalism.● Regulation: Organisations like Ofcom balance press freedom with legal protections. <p>4. What is the UK's role in key international organisations?</p> <ul style="list-style-type: none">● The United Nations (UN): Participates in peacekeeping, global security, and the UN Security Council.● NATO: Contributes to collective defence and international alliances.● The Commonwealth: Promotes democracy, trade, and cultural exchange among member states.● The World Trade Organisation (WTO): Resolves trade disputes and supports free trade. <p>Climate Change and Global Issues: Tackles challenges like climate change and poverty through international agreements and NGOs</p> | <p>The issues and management of food, water and energy in the UK</p> <p>Food Supply issues across the World including large scale (IBIS), local scale (Senegal’s Kaydara School Farm)</p> <p><u>Paper 3 45 minutes</u></p> <ul style="list-style-type: none">● Pre-release on Rainforests | <ul style="list-style-type: none">● Manifest destiny p48● Impact of the expansion of the railway p52● Impact of Gold Prospecting p50-1● Impact of new farming technology p53● Battle of Little Bighorn p63● Range wars (Johnson County war) p61 | <ul style="list-style-type: none">● 1.2.2 Secondary Storage● 1.2.3 Units● 1.2.4 Data Storage● 1.2.5 Compression <p>1.3 COMPUTER NETWORKS, CONNECTIONS AND PROTOCOLS</p> <ul style="list-style-type: none">● 1.3.1 Networks and Topologies● 1.3.2 Wired and Wireless <p>1.4 NETWORK SECURITY</p> <ul style="list-style-type: none">● 1.4.1 Threats to Computer Systems and Networks● 1.4.2 Identifying and Preventing Vulnerabilities <p>1.5 SYSTEMS SOFTWARE</p> <ul style="list-style-type: none">● 1.5.1 Operating Systems● 1.5.2 Utility Software |
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Year 10 Higher – January Mock Revision List

Calculator Paper

Number

- Using a calculator
- Rounding to significant figures
- Percentage change
- Sharing in ratios
- Simple interest
- Standard form
- Reverse percentages
- Product of prime factors
- HCF/LCM

Algebra

- Plotting graphs
- Forming expressions
- Using graphs to solve equations
- Forming and solving equations
- Solving quadratic equations
- Quadratic graphs
- Velocity/time graphs
- Forming and solving equations involving ratios

Geometry

- Transformations
- Right-angle trigonometry

Statistics

- Venn diagrams
- Probability tree diagrams
- Experimental probability
- Misleading charts and graphs
- Averages and range

Non-Calculator Paper

Number

- Simplifying surds
- Rationalising the denominator
- Arithmetic with fractions and mixed numbers
- Arithmetic with decimal numbers
- Combining ratios
- Converting ratios to percentages
- Sharing in ratios
- Recurring decimals to fraction

Algebra

- Equations of circles
- Intersections of lines and circles
- Completing the square
- Sketching quadratic graphs
- Linear simultaneous equations
- Sequences
- Factorising quadratic expressions
- Factorising and solving quadratic equations
- Laws of indices

Geometry

- Transformations
- Right-angle trigonometry
- Angles in parallel lines
- Regular polygons
- Interior and exterior angles of regular polygons
- Right-angle trigonometry
- Exact trigonometric values

Statistics

- Scatter graphs
- Probability tree diagrams

Year 10 Foundation – January Mock Revision List

Non-Calculator Paper

Number

- Converting percentages to decimals
- Converting fractions to percentages
- Converting decimals to fractions
- Rounding to nearest 100
- Fractions of shapes
- Ordering decimal numbers
- Adding negative numbers
- Factors
- Solving problems involving money
- Estimation
- Percentage of amounts
- Ratio to fractions
- Multiplying fractions
- Proportion-recipes
- Subtracting mixed number
- Reverse percentage (Finding 100% given a percentage)
- Laws of indices

Algebra

- Solving one step equations
- Plotting and reading coordinates
- Midpoints of lines
- Drawing linear graphs (vertical/horizontal)
- Simplifying expressions
- Factorising expressions
- Writing a formula
- Nth term of a linear sequence

Geometry

- Angle facts
- Finding the volume, given the surface area of a cube
- Converting units of length

Statistics

- Calculating the mean
- Scatter graphs

Calculator Paper

Number

- Multiples
- Simplifying ratios
- Fractions of amounts
- Proportion
- Product of prime factors
- Ratios to fractions
- Percentage of amounts
- Writing number in words to figures
- Converting fractions to percentages
- Ordering directed numbers
- Simple interest

Algebra

- Simplifying expressions
- Sequences
- Inequalities- number lines
- Solving inequalities
- Forming and solving equations
- Laws of indices
- Expanding brackets

Geometry

- Transformations
- Area and perimeter of shapes

Statistics

- Probability scales and terms
- Probability- sample space diagrams
- Averages