Year 10 Assessment Point 1 Information
12/11/18 - 16/11/18

<table>
<tr><th>Subject</th><th>Assessment Information</th></tr>
<tr><td>Art</td><td>This assessment will be based on the work that students have completed in lessons and at home for their African project.</td></tr>
<tr><td>Spanish & French</td><td>This assessment will cover listening and writing skills. The assessment will be based on the topics covered so far, with a particular focus on free time and festivals.

The assessments will include some unseen vocabulary/structures and in the writing assessment, students will have to write short sentences, as well as at length and translate into Spanish.</td></tr>
<tr><td>Music</td><td>This assessment will be based on students' performance of a piece that will go towards their solo portfolio.

The preparation for this assessment should already be underway; the students should now know what they will work on with their instrumental teacher to support their development.</td></tr>
<tr><td>History</td><td>This assessment will be based on 'How far do you agree with the interpretation?' questions.

Students should revise Vietnamese and American tactics during the Vietnam war.</td></tr>
<tr><td>Science</td><td>This assessment will be three 60 minute examinations in Biology Chemistry and Physics. The examination will cover the content taught in Units 1-5 in each Science.

104X will sit one Physics Examination only.</td></tr>
<tr><td>Geography</td><td>
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<tr><th>Suggested topics that I should revise:</th><th>Ways that I could revise:</th></tr>
<tr><td><u>a) Urban issues and challenges</u>
* A growing percentage of the world's population lives in urban areas.
* Urban growth creates opportunities and challenges for cities in LICs and NEEs.
* Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.
* Urban sustainability requires management of resources and transport.</td><td>Revision clocks
Weekly homework
Revision guides
Flash cards
Bespoke intervention sessions when requested
Knowledge organisers
Booster booklets

<u>Case studies involved:</u>
Rio de Janeiro
Manchester
Freiburg</td></tr>
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Media Studies	This assessment will be based on Component 1A of their BTEC.
Hospitality & Catering	This assessment will be based on food safety and hygiene, it will include causes of food related illnesses.
Animal Care	This assessment will be a Unit 1 past paper.
English	This assessment will be a poetry comparison; it will be 40 minutes long and worth 20 marks. Students will be given a poem and asked to compare it with one other from the poetry anthology (from their revision – the second poem is not provided so they must know 3 quotes). They are asked to consider language, form, structure and context.
Ethics	This assessment will cover the Islamic Beliefs Unit. There will be a 1, 2, 4, 5 and a 12 mark question.
Health and Social Care	This assessment will be based on students' first piece of BTEC coursework.
Computing	This assessment will contain exam style questions from Paper 1 and Paper 2. Student will need to revise: Data representation (binary) • Robust programs • Networks • Secondary Storage Software systems
Drama	There will be no formal assessment during this assessment point.
Physical Education	This assessment will be based on students' first piece of BTEC coursework.
Engineering	This assessment will be based on Unit 1 – exploring an engineered product work.
Business and Enterprise	**Learning aim A: Examine the characteristics of enterprises** **A1 What is an enterprise?** • Enterprises carry out one or more activities, such as being involved with goods, services or both. • Most enterprises face some kind of competition. • Enterprises need to attract and keep customers happy and often face difficulties in capturing and retaining customers. • The role of customer service in attracting new customers, securing repeat purchase, customer loyalty and an improved reputation. • Enterprises use creativity and innovation to meet customers' needs by identifying gaps in the market for goods or services, or by identifying a market for new goods or services.

	• Reasons why some enterprises fail.
	A2 Types and characteristics of small and medium enterprises (SMEs)
	• Definition of SMEs:
	  • micro – up to 10 people
	  • small – between 11–49 staff
	  • medium – between 50–249 staff.
	• Characteristics of SMEs:
	  • run by a single individual or small team of people
	  • small number of employees
	  • type of ownership – sole trader, partnership, ltd.
	  • physical location and/or operate online.
	A3 The purpose of enterprises
	• Aims such as making a profit, surviving, expanding, maximising sales, providing a voluntary or charitable service, being environmentally friendly, being ethical.
	• Objectives that can provide challenges and targets over a defined period of time.
	• How social and political pressures can influence enterprises to consider wider ethical responsibilities.
	• Range of the types of products and services provided by enterprises, e.g. cleaning, fitness instruction, IT consultancies, financial consultancies, selling products, for example a food stall, newsagent, artists selling work online.
	A4 Entrepreneurs
	• Reasons for starting own enterprise – to be your own boss, to pursue a hobby, flexibility.
	• Mind set: focus, passion, motivated and dedicated, inventive or innovative, proactive, confident, flexible and adaptable, resilient, having vision and the capacity to inspire.
	• Skills for success: knowledge of industry/sector, technical skills, interpersonal communication skills, planning, time management, negotiation, prioritising tasks, problem solving, managing risk.

Maths - Foundation

Topic	Objectives	Maths Watch
Indices	• Use positive integer powers and associated real roots (square, cube and higher) • Recognise powers of 2, 3, 4, 5 • Calculate with roots and with integer indices	**29** **82** **131**
Standard Form	• Understand and use place value (e.g. when working with very large or very small numbers) • Calculate with and interpret standard form $A \times 10^n$ where $1 \leqslant A < 10$ and `n` is an integer	**83**
Algebra Skills	Simplify and manipulate algebraic by: 1. collecting like terms 2. multiplying a single term over a bracket 3. taking out common factors	**93** **134a** **94**
Sequences	Deduce expressions to calculate the nth term of a linear sequence	**102** **103**
Solving Equations	Solve linear equations in one unknown algebraically including those with the unknown on both sides of the equation	**100** **135**
Measures	• Use standard units of measure and related concepts (length, area, volume / capacity, mass, time, money etc) • Change freely between related standard units (e.g. time, length, area, volume / capacity, mass) and compound units (e.g. speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts • Use compound units such as speed, rates of pay, unit pricing, density and pressure	**112** **142**

Maths - Higher

Topic	Objectives	Maths Watch
Indices	• Use positive integer powers & roots (square, cube & higher) • Estimate powers and roots of any given positive number • Calculate with roots, and with integer and fractional indices	84 154 188
Surds	• Calculate exactly with surds • Simplify surd expressions involving and rationalise denominators	207a, b, c
Straight Line Graphs	• Use the $y = mx + c$ to identify parallel lines & perpendicular lines • Find the equation of the line through two given points, or through one point with a given gradient • Plot and interpret graphs (including reciprocal graphs and exponential graphs) to find approximate solutions to problems such as problems involving distance, speed and acceleration	96 143 159a, b 208
Solving linear Equations	• Solve linear equations in one unknown algebraically • Including those with the unknown on both sides of the equation	135 137

	Simultaneous Equations	• Solve two simultaneous equations in two variables (linear or quadratic) algebraically • Find approximate solutions using a graph • Derive two simultaneous equations	140 162 211