



Eden Boys

EDEN BOYS' LEADERSHIP ACADEMY

YEAR 10 DC1 ASSESSMENTS

November 2023





Dear Parent/Guardian,

Rabi II 28, 1445 AH/15th November 2023

Assalaamu Alaikum – ‘Peace be upon you’

RE: Year 10 Autumn 2 Assessment Timetable

The Autumn 1 Assessment process for Year 10 will start from **Monday 27th November – 1st December 2023**

The timetable for the assessments and the topic list is attached to this letter. Please ensure that you keep this in a prominent place so that you can ensure your son prepares properly for his assessments.

It is important that students spend time revising and preparing for assessments and in order to do this they should be spending at least 1-2 hours per night revising. Your son’s teachers will have provided a list of topics and content to revise, and your son should make sure that he has all of his necessary exercise books/notes and knowledge organisers to hand in order to revise effectively.

If you wish to support your son by purchasing **revision guides** to aid him in with his preparation for his exams, you can access parent pay, which will provide you with a list of recommended revision guides, and the breakdown of the costs is also provided. You can pay for them through the parent pay and the school will order them for you.

On the day of examinations, your son must ensure that he comes to school properly equipped, and this includes the relevant equipment such as calculators for the subject/s being examined.

Should you have any questions regarding the assessment process, please contact the school.

Yours sincerely,

Ms F Akthar

F Akthar

Assistant Principal – Assessment, Data and reporting





Year 10 Assessment Timetable HT1 (Monday 27th November -Friday 1st December)

MONDAY 27th November
Period 2 &3 – English Assessment Period 5 MfL for sets 3, 4 and 5 Period 6 MfL for sets 1 & 2
TUESDAY 28th November
Period 3 – Chemistry Period 6 – Biology
WEDNESDAY 29th November
Period 2 - Assessments for - Business Studies/ Computer science/Citizenship/Imedia and Art Period 6 – Physics
THURSDAY 30th November
Period 2 and 3 - Maths Assessment Period 6 RE Assessment in Humanities lessons C1 – RE – S18, NYA C2 – RE – S24, SJA C3 – RE – S23, ASB C4 – RE – S10, TLA C5 – RE – S12, YDU
FRIDAY 1st December
Period 4 – History and Geography Assessments C1 – History S18, NYA C2 – Geography – S30, SZI C3 – History – S23, ASB C4 – Geography – S24, SJA C5 – Geography – S12, YDU





English REVISION LIST

Language Paper 1 - Content

Topic Title	Key information/ Links
Question 5: Creative writing task.	<ul style="list-style-type: none">• The difference between descriptive and narrative options:• Descriptive is written in 3rd person, narrative will be 1st person.
	<ul style="list-style-type: none">• Quality rather than quantity! –
	<ul style="list-style-type: none">• Taking hints from the text you have read: this is not the same as copying or cheating, but wisely reading for inspiration
	<ul style="list-style-type: none">• Planning: do you usually do this? It is recommended that you take a few minutes to plan
	<ul style="list-style-type: none">• Use a range of punctuation to guide the reader:
	<ul style="list-style-type: none">• Range of vocabulary for effect: interesting words or more ambitious• Ones.
	<ul style="list-style-type: none">• A range of sentence types and language devices
	<ul style="list-style-type: none">• Strong opening sentence/paragraph for impact
	<ul style="list-style-type: none">• Include some dialogue: not too much





Language Paper 1 - Content

Topic Title	Key information/ Links
Question 2 – <i>how does the writer use language?</i>	<ul style="list-style-type: none"> Point, evidence and explain (PEE) – the effects are very important Narrative voice – first person (I), second (you), or third (he, she or they). Simile – when something is described like or as something else: He roared like a lion Metaphor – when a meaning is not literal: He is a lion. Listing/use of three – sometimes for emphasis Rhetorical Questioning – not requiring an answer Senses – sight, sound, touch, smell and taste Onomatopoeia – words that sound as they are spelt: crash, or sometimes called sound imagery Alliteration – words in a sentence with the same initial sound Repetition – words repeated for emphasis or effect Exaggeration/hyperbole – ‘It’s a million times better...’ Identify a variety of sentence lengths and structures and their effect: Personification – giving human qualities Comparative and superlative adjectives – tall, taller, tallest Semantic fields and connotations – words that share or create theme Connotations of words – what are the images that the word brings to mind? Word classes: nouns, verbs, adjectives, adverbs, conjunctions (particularly action verbs – ran, swept etc.)
Question 3: <i>how does the writer use structure?</i>	<ul style="list-style-type: none"> Setting, atmosphere, weather – creating a sense of place and time Introduction of character – or more characters as the text progresses Dialogue: usually a discussion between characters or even an internal thought Zooming in and out – perspective/focus Switch in time or place: dream, flash back or forward, change of location or topic Narrative voice (see language) Creation of suspense or tension Cliff-hanger ending or twist in the story Sentence types: but only if related to structure not language! Words: but only if a word indicates a significant change in structure! Contrasts: from happy to sad, dark to light, day to night etc
Question 4- Own opinion ‘to what extent do you agree or disagree?’	<ul style="list-style-type: none"> Make a clear comment on your opinion Create a quick plan: ideas for and against Argue and counter argue – show awareness of other point of view Writer’s methods: understand that this is also a language question – What do you think? Why do you think this? And How has the writer used ‘methods’/language to make you think this? Quotations: give evidence for your points
Question 5:	<ul style="list-style-type: none"> The difference between descriptive and narrative options: Descriptive is written in 3rd person, narrative will be 1st person.





Creative writing task.	<ul style="list-style-type: none"> • Quality rather than quantity! –
	<ul style="list-style-type: none"> • Taking hints from the text you have read: this is not the same as copying or cheating, but wisely reading for inspiration
	<ul style="list-style-type: none"> • Planning: do you usually do this? It is recommended that you take a few minutes to plan
	<ul style="list-style-type: none"> • Use a range of punctuation to guide the reader:
	<ul style="list-style-type: none"> • Range of vocabulary for effect: interesting words or more ambitious ones.
	<ul style="list-style-type: none"> • A range of sentence types and language devices
	<ul style="list-style-type: none"> • Strong opening sentence/paragraph for impact
	<ul style="list-style-type: none"> • Include some dialogue: not too much

English REVISION LIST

Language Paper 2 - Content

Topic Title	Key information/ Links
Question 2: Write a summary	<ul style="list-style-type: none"> • Only make points on the focus of the question • Definition of a summary: 'a brief statement or account of the main points of something'. • Similarities and/or differences • Comparative conjunctions and phrases: however, similarly, on the other hand, in comparison etc. • Highlight the main points – draw together into a summary using • comparative conjunctions • Quotations or evidence from the text
Question 3: How does the writer use language to....?	<ul style="list-style-type: none"> • Same as Paper 1, question 2
Question 4: The perspectives and attitudes of the writer	<ul style="list-style-type: none"> • Only make points on the focus of the question • Definition of a summary: 'a brief statement or account of the main points of something'. • Similarities and/or differences • Comparative conjunctions and phrases: however, similarly, on the other hand, in comparison etc. • Highlight the main points – draw together into a summary using • comparative conjunctions • Quotations or evidence from the text
Question 5: Creative writing (non-fiction)	<ul style="list-style-type: none"> • Form: what are you asked to write? Letter, speech, article, blog, text for a leaflet or some other form. Familiarise yourself with the conventions of these forms of writing





	<ul style="list-style-type: none">• Audience and purpose: show you understand how to write for a specific audience and purpose, for example a speech: “thank you for coming to listen to me today”
	<ul style="list-style-type: none">• Sustain your style: be careful not to end a speech for example with ‘yours faithfully’ – sustain your form to the end!
	<ul style="list-style-type: none">• DAFORREST: this or a similar strategy might help you to include language features into your piece: direct address, alliteration/anecdote, facts, opinions, rhetorical questions, repetition, statistics/simile/senses, tone/tripling etc.
	<ul style="list-style-type: none">• Check your work: you can still gain marks at the end of the exam by checking through. Ensure punctuation is in place that you have included everything you can.





English Literature: Macbeth

Main Topic	I am able to...
Context: social and historical	Recall who was on the throne at the time 'Macbeth' was written
	Name the Era 'Macbeth' was written in
	Explain what the monarch was like and why that is significant
	Define the term 'supernatural'
	Explain views towards the supernatural at the time
	Explain the role of women at the time
	Explain what happened in the gunpowder plot
	Confidently link this context to the play
Context: the writer	Name the writer of the play
	Recall key details about the writer's life
	Explain the writer's possible reasons behind writing the play
	Recall when the play was set and when it was written
	Confidently link this context to the play
Plot	Recall where the play is set
	Recall the key events and plot details of Act 1
	Recall the key events and plot details of Act 2
	Recall the key events and plot details of Act 3
	Recall the key events and plot details of Act 4
	Recall the key events and plot details of Act 5
Character: Macbeth	Explain how this character is presented
	Use key vocabulary to describe the character
	Recall quotations to support these ideas
	Explain what each of these quotations means
	Analyse devices used in each of these quotations
	Link ideas about character to the key themes of the play
Character: Lady Macbeth	Explain how this character is presented
	Use key vocabulary to describe the character
	Recall quotations to support these ideas
	Explain what each of these quotations means
	Analyse devices used in each of these quotations
	Link ideas about character to the key themes of the play
Character: Banquo	Explain how this character is presented
	Use key vocabulary to describe the character
	Recall quotations to support these ideas
	Explain what each of these quotations means
	Analyse devices used in each of these quotations
	Link ideas about character to the key themes of the play





Character: The Witches	Explain how this character is presented
	Use key vocabulary to describe the character
	Recall quotations to support these ideas
	Explain what each of these quotations means
	Analyse devices used in each of these quotations
	Link ideas about character to the key themes of the play
Character: Macduff	Explain how this character is presented
	Use key vocabulary to describe the character
	Recall quotations to support these ideas
	Explain what each of these quotations means
	Analyse devices used in each of these quotations
	Link ideas about character to the key themes of the play
Character: Malcolm	Explain how this character is presented
	Use key vocabulary to describe the character
	Recall quotations to support these ideas
	Explain what each of these quotations means
	Analyse devices used in each of these quotations
	Link ideas about character to the key themes of the play
Character	Recall other minor characters and explain their importance
Themes: Ambition	Explain what this theme is/means
	Explain where it is seen in the play
	Recall relevant quotations to this theme
	Explain why the writer has used this theme
Themes: Appearance v Reality	Explain what this theme is/means
	Explain where it is seen in the play
	Recall relevant quotations to this theme
	Explain why the writer has used this theme
Themes: Gender	Explain what this theme is/means
	Explain where it is seen in the play
	Recall relevant quotations to this theme
	Explain why the writer has used this theme
Themes: Good v Evil	Explain what this theme is/means
	Explain where it is seen in the play
	Recall relevant quotations to this theme
	Explain why the writer has used this theme
Themes: Fate v Free Will	Explain what this theme is/means
	Explain where it is seen in the play
	Recall relevant quotations to this theme
	Explain why the writer has used this theme
Themes:	Explain what this theme is/means





Fate v Free Will	Explain where it is seen in the play
	Recall relevant quotations to this theme
	Explain why the writer has used this theme

English Literature: A Christmas Carol

Main Topic	I am able to...
Context: social and historical	Recall when 'ACC was written
	Name the Era 'ACC was written in
	Explain what society was like and why that is significant
	Define the term 'destitute'
	Explain views towards the poor at the time
	Explain the role of workhouses at the time
	Explain what the Malthusian Economic theory is
	Confidently link this context to the novella
Context: the writer	Name the writer of the novella
	Recall key details about the writer's life
	Explain the writer's possible reasons behind writing the novella
	Recall when the novella was set and when it was written
	Confidently link this context to the novella
Plot	Recall where the novella is set
	Recall the key events and plot details of Stave 1
	Recall the key events and plot details of Stave 2
	Recall the key events and plot details of Stave 3
	Recall the key events and plot details of Stave 4
	Recall the key events and plot details of Stave 5
Character: Scrooge	Explain how this character is presented
	Use key vocabulary to describe the character
	Recall quotations to support these ideas
	Explain what each of these quotations means
	Analyse devices used in each of these quotations
	Link ideas about character to the key themes of the novella
Character: Bob Cratchit	Explain how this character is presented
	Use key vocabulary to describe the character
	Recall quotations to support these ideas
	Explain what each of these quotations means
	Analyse devices used in each of these quotations
	Link ideas about character to the key themes of the novella
Character: Fezziwig	Explain how this character is presented





	Use key vocabulary to describe the character
	Recall quotations to support these ideas
	Explain what each of these quotations means
	Analyse devices used in each of these quotations
	Link ideas about character to the key themes of the novella
Character: The Ghost of Christmas Past	Explain how this character is presented
	Use key vocabulary to describe the character
	Recall quotations to support these ideas
	Explain what each of these quotations means
	Analyse devices used in each of these quotations
	Link ideas about character to the key themes of the novella
Character: The Ghost of Christmas Present	Explain how this character is presented
	Use key vocabulary to describe the character
	Recall quotations to support these ideas
	Explain what each of these quotations means
	Analyse devices used in each of these quotations
	Link ideas about character to the key themes of the novella
The Ghost of Christmas Yet to Come	Explain how this character is presented
	Use key vocabulary to describe the character
	Recall quotations to support these ideas
	Explain what each of these quotations means
	Analyse devices used in each of these quotations
	Link ideas about character to the key themes of the novella
Marley	Explain how this character is presented
	Use key vocabulary to describe the character
	Recall quotations to support these ideas
	Explain what each of these quotations means
	Analyse devices used in each of these quotations
	Link ideas about character to the key themes of the novella
Character	Recall other minor characters and explain their importance
Themes: Money	Explain what this theme is/means
	Explain where it is seen in the novella
	Recall relevant quotations to this theme
	Explain why the writer has used this theme
Themes: Christmas Spirit	Explain what this theme is/means
	Explain where it is seen in the novella
	Recall relevant quotations to this theme
	Explain why the writer has used this theme
Themes: Family	Explain what this theme is/means
	Explain where it is seen in the novella





	Recall relevant quotations to this theme
	Explain why the writer has used this theme
Themes: Redemption	Explain what this theme is/means
	Explain where it is seen in the novella
	Recall relevant quotations to this theme
	Explain why the writer has used this theme
Themes: Social injustice	Explain what this theme is/means
	Explain where it is seen in the novella
	Recall relevant quotations to this theme
	Explain why the writer has used this theme
Motifs	Identify what motifs are in the novella
	Explain where it is seen in the novella
	Recall relevant quotations to each motif
	Explain why the writer has used this motif





Eden Boys





MATHS FOUNDATION REVISION LIST

Key information, use Corbettmaths for the videos and maths genie for the exam practice

Place Value

Rounding

Properties of numbers

Ordering Numbers

Ordering Decimals

Converting between Fractions Decimals & Percentages

Equivalent Fractions

Ordering Fractions

Arithmetic Problems

Using a Calculator

Standard Form

Arithmetic with fractions

Fraction, Percentage and Ratio Problems

Percentages

Ratio

Proportion

Simplifying

Expanding

Factorise

Function Machines

Solving

Substitution

Changing the Subject

Coordinates

Plotting graphs

Scatter Graphs

Averages & Range

Probability

Converting Units

Speed Distance Time

Scale Drawings





MATHS HIGHER REVISION LIST

Key information, use Corbettmaths for the videos and maths genie for the exam practice

Multiplying and Dividing Decimals

Estimating

Using a Calculator

Error Intervals

Prime Factors, HCF & LCM

Percentages (Year 9)

Solving Equations (Year 9)

Rearranging Formula (Year 9)

Linear Graphs (Year 9)

Parallel & Perpendicular Lines (Year 9)

Expanding & Simplifying (Year 9)

Factorising Quadratics (Year 9)

Solving quadratics by Factorising (Year 9)

Quadratic Formula (Year 9)

Completing the square (Year 9)

Solving Inequalities (Year 10)

Solving Quadratic Inequalities (Year 10)

Inequality regions (Year 10)

Indices (Year 10)

Gradient of a Curve (Year 10)

Area under a Curve (Year 10)

Area & Perimeter of Rectangles, Triangle and Trapeziums (Year 10)

Area & Perimeter of Circles and Sectors (Year 10)

Angles (Year 10)

Transformations (Year 10)

Volume & Surface area of Prisms (Year 10)

Pythagoras (Year 9)





SohCahToa (Year 9)
Cumulative Frequency (Year 9)
Averages from a Table (Year 9)





Y10 Revision list DC2

Biology

Enzymes

Stem cells, cell cycle & uses of stem cells

Exercise and heart rate

Function of xylem and phloem tissue

Osmosis required practical.

Chemistry

Giant Covalent Structure

Periodic Table

Halogens

Melting Points

Electrolysis of aqueous solutions

Physics

Energy changes, Specific Heat Capacity

Investigating Resistance RP

National Grid and Transformers

Energy Resources and GPE

Density RP





Eden Boys





History Revision List

Germany
<u>The Kaiser and his difficulties</u>
Germany and WWI
<u>The Weimar Republic</u>
The new constitution Treaty of Versailles
The Weimar in trouble The Munich Beer Hall Putsch
<u>The Stresemann era</u>
The Golden Age; economy and culture
<u>The Rise of the Nazis</u>
The Depression
The origins of the Nazi Party
Who supported the Nazis?
How did Hitler become Chancellor?
How did Hitler consolidate his power?
The Night of the Long Knives
How did the Nazis control Germany?
<u>Life in Nazi Germany</u>
Women
Young people and education
Youth Groups
Christianity and the Nazis
Work and Bread
4 Year Plan
Were the Germans better off?
Who was on Hitler's hate list?
Journey for the Final Solution
Impact of war
Resistance and Opposition





Conflict and Tension

PART ONE: Peace-making
The armistice
<ul style="list-style-type: none"> Aims of the peacemakers; Wilson and the Fourteen Points; Clemenceau and Lloyd George; the extent to which they achieved their aims.
The Versailles Settlement
<ul style="list-style-type: none"> Diktat; territorial changes; military restrictions; war guilt and reparations.
Impact of the treaty and wider settlement
<ul style="list-style-type: none"> Reactions of the Allies; German objections; strengths and weaknesses of the settlement, including the problems faced by new states.

Geography Revision List

Knowledge:
Measure of development
Stages of the DTM
Causes of uneven development
Intermediate technology
Nigeria
Context
Nigeria’s relationship with the wider world
The role of TNC’s in Nigeria
Aid in Nigeria
De industrialisation in the UK
Post – industrial economy
Improve transport infrastructure.
Skills:
Calculate percentage change.
Calculating median
Mean
Population pyramids





Computer Science REVISION LIST

1.1 Systems Architecture
1.1.1 Architecture of the CPU
1.1.2 CPU Performance
1.1.3 Embedded systems
1.2 Memory and Storage
1.2.1 Primary storage (Memory)
1.2.2 Secondary storage
1.2.3 Units
2.4 Boolean logic





Business Studies REVISION LIST

The purpose of a business
Entrepreneurs
Factors of production
Business sectors
Factors affecting business change.
Business ownership
Sole traders
Partnerships
Public limited companies
Private limited companies
Nonprofit organisations
Setting Business aims and objectives.
The 7 business objectives
Reasons for setting
Measuring business objectives
Stakeholders
Different types of Stakeholders
What are the objectives of the stakeholder
Business Location
5 factors affecting business locations.
Business Planning
9 elements to a business plan
Advantages and disadvantages





DIT REVISION LIST

<u>Component 1: Task 1 and 2</u>
Basic User Interfaces
Complex User Interfaces
Choosing a User Interface
Hardware and Software Influences
User Accessibility Needs
User Skills and Demographics
Design Principles: Visual





Y10 RE REVISION LIST

Topic Title	Key information/ Links	Tick when completed
ISLAMIC BELIEFS	<ul style="list-style-type: none"> The six articles of faith in Sunni Islam and five roots of Usul ad-Din in Shi'a Islam, including key similarities and differences. 	
	<ul style="list-style-type: none"> The nature of God: omnipotence, beneficence, mercy, fairness and justice (Adalat in Shi'a Islam), including different ideas about God's relationship with the world: immanence and transcendence. The Oneness of God (Tawhid), Qur'an Surah 112. 	
	<ul style="list-style-type: none"> Angels, their nature and role, including Jibril and Mika'il. 	
	<ul style="list-style-type: none"> Predestination and human freedom and its relationship to the Day of Judgement. 	
	<ul style="list-style-type: none"> Life after death (Akhirah), human responsibility and accountability, resurrection, heaven and hell. 	
	<ul style="list-style-type: none"> Prophethood (Risalah) including the role and importance of Adam, Ibrahim and Muhammad. 	
	<ul style="list-style-type: none"> The holy books: the Torah, the Psalms, the Gospel, the Scrolls of Abraham and their authority. 	
	<ul style="list-style-type: none"> Qur'an: revelation and authority 	
	<ul style="list-style-type: none"> The imamate in Shi'a Islam: its role and significance. 	

Topic Title	Key information/ Links	Tick when completed
Islamic Practices	<ul style="list-style-type: none"> Salah and its significance: how and why Muslims pray including times, directions, ablution (wudu), movements (rak'ahs) and recitations; salah in the home and mosque and elsewhere; Friday prayer (Jummah); key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer. 	
	<ul style="list-style-type: none"> Zakah: the role and significance of giving alms including origins, how and why it is given, benefits of receipt, Khums in Shi'a Islam. 	
	<ul style="list-style-type: none"> Hajj: the role and significance of the pilgrimage to Makkah including origins, how hajj is performed, the actions pilgrims perform at sites including the Ka'aba at Makkah, Mina, Arafat, Muzdalifah and their significance. 	
	<ul style="list-style-type: none"> Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad; origins, influence and conditions for the declaration of lesser jihad. 	





MFL – French/Arabic/Urdu

Theme 1	Theme 2
Who am I?	Holidays:
relationships;	preferences;
when I was younger;	experiences;
what my friends and family are like;	destinations
what makes a good friend;	Travel and tourist transactions
interests;	travel and accommodation
socialising with friends and family;	asking for help
role models	dealing with problems
	Directions
customs and everyday life;	eating out
food and drink;	shopping
shopping;	Town, region and country
social media	Weather
technology (use of, advantages and disadvantages)	places to see
Cultural life:	things to do
celebrations and festivals	
Reading	
Music	
Sport	
Film	
television	
Theme 3	Theme 4
What school is like	forming relationships;
school types	travel;
school day	employment
Subjects	Ambitions
rules and pressures	further study
Celebrating success	Volunteering
School activities	training
school trips	Work
events and exchanges	Jobs careers and professions
	Theme 5
Bringing the world together	campaigns and good causes
sports events;	Environmental issues:
music events	being 'green';
	access to natural resources

