



Year 10

AP1

30th Nov – 4th Dec

Topic Lists



WJEC Hospitality and Catering

Unit 1: The Hospitality and Catering Industry

Topic 1: The Hospitality and Catering Industry

- Types of hospitality and catering establishments
- Commercial and non-commercial establishments
- Types of services offered
- Job roles and responsibilities
- Working conditions and career opportunities

Topic 2: Job Roles and Responsibilities

- Front-of-house and kitchen roles
- Skills, qualifications and personal attributes
- Teamwork and communication
- Career progression
- Professional behaviour and customer service

Topic 3: Health and Safety

- Health and Safety at Work legislation
- Hazards, risks and risk assessments
- Accident prevention
- Fire safety and emergency procedures
- Safe working practices in kitchens

Topic 4: Food Safety

- Food poisoning and food contamination
- Bacteria and conditions for bacterial growth
- The temperature danger zone
- Personal hygiene
- Food storage, stock rotation and date labels
- Preventing cross-contamination
- HACCP principles
- Food safety legislation

Topic 5: Customer Needs and Service

- Customer expectations
- Customer satisfaction
- Different types of customers
- Meeting dietary and cultural needs
- Types of food service
- Complaints and resolving customer problem

GCSE 3D Design

Year 10 3D Design Assessment Task

Topic: Sculpture

You will be completing the making and surface decoration of a sculpture (AO4) in response to an artist you have researched. This will be assessed alongside all your folder work to date.

To prepare for the assessment please ensure the following are completed and in your books:

- ☐ Sculpture project:
- ☐ Artist research (AO1)
- ☐ Design ideas (AO3)
- ☐ Material trials and analysis (AO2)
- ☐ Armature of sculpture (AO4)
- ☐ Record of making (AO3)
- ☐ Part/completed sculptural build (AO4)

Please ensure all pages are presented neatly with appropriate titles.

Assessment objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring and selecting appropriate resources, media, materials, techniques and processes

AO3: Record ideas, observations and insights relevant to your intentions as work progresses

AO4: Present personal and meaningful responses that realises intentions and demonstrates understanding of visual language

GCSE Art

Year 10 Fine Art Assessment Task

Theme: Nature

You will be completing a coloured pencil response (AO4) to an artist you have researched. This will be assessed alongside all your folder work to date.

To prepare for the assessment please ensure the following are completed and in your books:

- ☐ Tonal drawings pencil and pen
- ☐ Mark making
- ☐ Colour theory
- ☐ Mind map (AO1)
- ☐ Mood board (AO1)
- ☐ Photoshoots (AO3)
- ☐ Artist research (AO1)
- ☐ Colour pencil techniques (AO2)
- ☐ Planning (AO3)

Please ensure all pages are presented neatly with appropriate titles.

Assessment objectives:

AO1: Develop ideas through investigations, demonstrating critical understanding of sources

AO2: Refine work by exploring and selecting appropriate resources, media, materials, techniques and processes

AO3: Record ideas, observations and insights relevant to your intentions as work progresses

AO4: Present personal and meaningful responses that realises intentions and demonstrates understanding of visual language

GCSE Drama

Antigone by Roy Williams

Events of the play

- What has happened before the action of the play begins
- Creon's decision and why it is important
- Tig's response to Creon's decision
- Esme's response and how this differs from Tig
- How the conflict between **Tig and Creon** develops
- How Esme becomes caught between different loyalties
- Key confrontations within the play
- How characters' decisions create consequences

Key characters: (Tig, Esme, Creon, Eunice, Eamon)

- Who they are
- Their personality
- Their status
- Their motivations
- Their relationships
- What they want
- What prevents them from getting what they want
- How they change
- Important moments for the character

Performance Skills Terminology

- Physical: Body Language, Gestures, Facial Expressions, Posture, Movement
- Vocal: Pitch, Tone, Pace, Intonation
- Stage Space: Upstage, Downstage, Centrestage

(Use your assessment and home learning booklets as a guide to your revision)

GCSE English Language

Creative Writing (45 minutes)

**Assessed alongside English Literature within the AP1 Timetabled exam.
(Full exam is 1 hour 30 minutes)**

You must respond fully to the given task, using the image or statement as inspiration. Your writing should be ambitious and original, demonstrating a clear sense of purpose and audience. Failure to engage with the prompt will significantly limit your marks. You are writing to DESCRIBE use your revision booklet to assist you

Content and Organisation

- **Engage with the task:** Use the image or statement as inspiration and maintain a clear purpose and audience.
Top tip: Start with a compelling hook describing the setting.
- **Develop ideas fully:** Include detailed description, narrative, or viewpoint with depth and originality.
Top tip: Zoom in on sensory details and create a strong mood.
- **Structure effectively:** Use clear paragraphing and smooth transitions between ideas.
Top tip: Shift focus deliberately between settings, characters, and conflicts. Use one-sentence paragraphs for impact.
- **Create impact:** Use ambitious vocabulary, figurative language (simile, metaphor, personification), and varied tone to engage the reader.
Top tip: Include contrasts and similarities between key characters.

Technical Accuracy

- **Accurate spelling, punctuation, and grammar:** Aim for precision throughout.
Top tip: Proofread for 5 minutes checking spelling and missing punctuation.
- **Full range of punctuation:** Use commas, colons, semicolons, dashes, ellipses, and varied sentence types.
Top tip: Use punctuation for dramatic effect (e.g., a dash for interruption).
- **Sentence control:** Mix simple, compound, and complex sentences for effect.
Top tip: Use fragments sparingly for tension or emphasis.
- **Consistent tense and viewpoint:** Avoid shifts that confuse the reader.
Top tip: Maintain a clear narrative voice; 3rd person is recommended.
- Advanced and interesting vocabulary used accurately.

GCSE English Literature

'Macbeth' (45 minutes)

**Assessed alongside English Language within the AP1 Timetabled exam.
(Full exam is 1 hour 30 minutes)**

You will be presented with **one question on the text with an extract**.

You **must include at least one quotation from the given extract** and then refer to another part of the play. Failure to do so will limit your marks.

Content to Revise:

- **Understanding of the play (where you have read up to)** – plot, key events, and how they connect.
- **Knowledge of the text** – including **key quotations** for characters and themes.
- **Language and structural techniques** – e.g., **imperatives, imagery, soliloquies, dramatic irony, symbolism** – and their effects on the audience.
- **Historical and social context** – Jacobean beliefs, Divine Right of Kings, witchcraft, gender roles.
- **Character development and relationships** – Macbeth, Lady Macbeth, Banquo, the Witches, and how they change.
- **Key themes** – ambition, power, guilt, fate vs free will, masculinity, deception, supernatural.
- **Form and genre** – tragedy conventions and how Shakespeare uses them.

Skills to Practise:

- **Responding to an exam-style question** clearly and effectively in lesson and as home learning.
- **Using precise evidence** (quotations) to support ideas.
- **Analysing language, structure, and dramatic techniques** in detail.
- **Explaining the effect on the audience** and linking to Shakespeare's purpose for writing.
- **Integrating context** to strengthen interpretation.
- **Planning and structuring essays** for clarity and coherence.
- **Using subject terminology accurately** (e.g., soliloquy, motif, hubris, equivocation).

GCSE French

Students assessed on the following papers:

- Listening (33%) - week prior to AP1
- Reading (33%) - during AP1 week
- Writing (33%) - during AP1 week

Module 1: My free time

TOPICS	SKILLS
- Talking about what you do online - Discussing pros and cons - Saying what you do to stay active - Talking about what you watch - Making plans to go out - Saying what you did last weekend - Taking part in an interview	- <i>Using the present tense of regular –er verbs</i> - <i>Using the present tense of irregular verbs</i> - <i>Listening and transcribing in French</i> - <i>Forming and answering questions</i> - <i>Preparing a role-play</i> - <i>Using the near future tense</i> - <i>Using the perfect (past) tense</i> - <i>Using present and past tense together</i>

Module 2: My identity; friends, family and role-models

TOPICS	SKILLS
- Talking about your weekend routine - Discussing friends and friendship - Describing your favourite celebrity - Talking about positive role models - Talking about celebrations and traditions	- <i>Using reflexive verbs in the present tense</i> - <i>Extending sentences with connectives and sequencers</i> - <i>Making adjectives agree</i> - <i>Understanding the position of adjectives</i> - <i>Describing a photo</i> - <i>Using direct object pronouns</i> - <i>Using the present and perfect tenses</i> - <i>Using the future tense</i> - <i>Recognising adverbs</i>

GCSE Geography

What have we studied?	Questions
<u>Global Development:</u> • Development indicators (e.g. literacy rates, HDI, GDP per capita) • How does development vary globally? • Impacts of uneven development globally • Tackling uneven development globally (Top-down and bottom-up schemes) • How does development vary in the UK? (Where is most development and where is less developed?) • How does development vary in India? (Core: New Delhi, Periphery: rural Bihar) • Sectors in India (Primary, Secondary, Tertiary, Quaternary) • Trade and investment in India (TNCs, public and private) • How has population changed in India over time? (Birth rates and life expectancy) • Geopolitics in India (China, Bangladesh and the UK) • Impacts of rapid development in India (Social, Economic and Environmental) • Responses to rapid development in India (Top-down and bottom-up)	30 marks in total 22/30 marks will be short answer questions 8/30 marks will be an 8-mark question There will be lots of skills questions which require a calculator, pencil and ruler
<u>Year 9 Topics</u> <u>Changing UK Landscapes</u> - Rock types (formation, characteristics and examples) - Human activity that affects landscapes (settlements, forestry and farming) <u>Coastal Landscapes:</u> - Erosional processes (attrition, abrasion, solution, hydraulic action) - Transportation processes (traction, saltation, suspension, solution) - Types of waves (constructive and destructive) - Types of weather (physical, chemical and biological) <u>Resource Management:</u> • Global distribution and UK distribution of resource • Global patterns of resource consumption • Global distribution and consumption of water • Problems with water supply in the UK and developing countries • Desalination • Water management in the UK • Water management in Kenya	6 marks in total (skills questions included) 12 marks of short answer questions (skills questions included) 30 marks in total 22/30 marks will be short answer questions 8/30 marks will be an 8-mark question There will be lots of skills questions which require a calculator, pencil and ruler

Key Topic 1: The Origins of the Cold War (1941–58)

- **Ideology & Alliances:** Differences between US capitalism/democracy and Soviet communism; the breakdown of the Grand Alliance (USA, USSR, Britain).
- **Wartime Conferences:** The key decisions and growing tensions at the **Tehran (1943)**, **Yalta (1945)**, and **Potsdam (1945)** conferences.
- **The Atomic Bomb:** America's use of the atomic bomb on Hiroshima/Nagasaki (1945) and how it altered the balance of power and-soviet paranoia.
- **Soviet Expansion in Eastern Europe:** How the USSR established satellite states in Poland, Hungary, Romania, Bulgaria, and Czechoslovakia.
- **Containment Policies:** The **Truman Doctrine (1947)** and the **Marshall Plan (1947)**, plus Soviet responses (**Cominform** and **Comecon**).
- **The Berlin Blockade & Airlift (1948–49):** Stalin's blockading of West Berlin, the Allied response, and the creation of **NATO (1949)** and the **Warsaw Pact (1955)**.
- **The Hungarian Uprising (1956):** Matyas Rákosi, Imre Nagy's reforms, Soviet invasion, and the lack of Western intervention.

Key Topic 2: Cold War Crises (1958–70)

- **The Berlin Problem & The Berlin Wall (1958–61):**
Khrushchev's 1958 ultimatum, the **Geneva**, **Camp David**, **Paris**, and **Vienna summits**.
The U2 Spy Plane Incident (1960) and the sudden building of the **Berlin Wall (August 1961)**, plus JFK's "Ich bin ein Berliner" visit (1963).

GCSE Music

Performance component

Please have a performance ready of a section of your solo piece, or your whole solo piece for the week before AP1. You will be marked on accuracy of performance (are you playing the correct notes/rhythms), technical control (how well are you managing your instrument) and expression (how it translates to the audience)

Composition Component

We will be focusing on the melodic development work that we have already been doing and creating our own melodic idea for a popular song. This will be assessed the week after AP1.

Listening paper

Please revise the following topics -

Tonality - Major Keys and Scales, Relative Minors

Harmony - Chord Tables, Degrees of the Scale, Sevenths, Cadences

Timbre - Instruments of the Orchestra (families and individual instruments),

Articulation - Instrument techniques (pizzicato, arco etc), Musical Ensembles (String quartet, piano trio, trio sonata, classical sonata)

Texture - Monophonic, polyphonic, homophonic, unison

Rhythm and metre - Rhythm notation (the note tree and rests), time signatures

Melody - Pitch notation, describing melodic shape, melodic phrasing

Dynamics - Italian terms for dynamics

Tempo - Italian terms for tempo

Structure - Binary, Ternary and Rondo Form

GCSE Maths

This will be a non-calculator exam

Section	Higher: Sets 1-5	Foundation: Sets 6-7
Number	Standard form Terminating decimals and fractions Recurring decimals and fractions Estimating powers and roots Reciprocals Negative indices Fractional indices Simplifying surds Adding and subtracting surds Multiplying surds, expanding brackets with surds Rationalising the denominator Error intervals Bounds Systematic listing Product rule for counting	Ordering integers, decimals and fractions 4 operations with integers Order of operations 4 operations with decimals 4 operations with fractions Powers and roots Reciprocals Negative indices Standard form Multiplying and dividing in standard form Rounding Estimation Converting percentages, decimals and fractions
Ratio	Dividing in a ratio Ratio and fractions, hard ratio Increasing and decreasing by a percentage, growth and decay Reverse percentages Simple interest Compound interest and depreciation Speed Density	Forming and simplifying ratio Dividing in a ratio FPR problems Writing a number as a percentage of another Increasing and decreasing by a percentage Reverse percentages Simple interest

AP1 –TOPIC LIST – y10

• ***Applied anatomy and physiology***

- The structure and functions of the musculoskeletal system
 - Names of bones
 - Functions of the skeleton
 - Types of Bones
 - Names of Muscles
 - Types of Muscles
 - Joints and movements at joints

• ***Physical training***

- Components of fitness
 - Fitness Testing

GCSE RE

Catholic Beliefs

The Trinity

The Trinity in the Bible

Creation

The importance of Creation

Incarnation

The Paschal Mystery

The importance of the Paschal Mystery

Eschatology (Life after death)

Catholic Practices

Sacraments

Liturgical worship (The Mass)

Funeral rite

Prayer

GCSE Combined Science

Biology Paper

- B1 Cell biology
- B2 Organisation
- B3 Infection and response
- B4 Bioenergetics
- B5 Homeostasis and response

Required practical's

- Microscopy (B1)
- Osmosis (B1)
- Food tests (B2)
- Enzyme activity (B2)
- Photosynthesis (B4)
- Reaction time (B5)

Chemistry Paper

- C1 Atomic structure and the periodic table
- C8 Chemical analysis
- C2a Ionic compounds

Required practical's

- Chromatography (C8)

Physics Paper

(Key stage three content)

- Light waves
- Sound waves
- Electricity
- Electromagnets
- Forces

Revision material

- www.bbc.bitesize.co.uk
- Educake
- CGP AQA Trilogy Combined Science Revision Guide

GCSE Triple Science

Biology Paper

- B1 cells and transport
- B3 organization and the digestive system
- B4 Organizing animals and plants
- B5 Communicable Diseases
- Required practical's
- Effects of disinfectant/antibiotic on bacterial growth
- Osmosis
- Food tests
- Microscopy
- Effect of pH on enzymes

Chemistry Paper

- C1 Atomic structure and the periodic table
- C2 Bonding structure and the states of matter
- C3 Quantitative Chemistry
- C8.1-3 Chemical analysis - Pure substances and Mixtures
 - Analysing Chromatograms
 - Testing for Gases
- Required practical's
- Chromatography (C8)

Physics Paper

- P2 Electricity (Circuits)
- Current and Potential Difference
- Resistance and IV characteristics
- Series and Parallel circuits
- LDRs and Thermistors
- Electricity in the home
- Power and Energy Transfer
- The national grid
- Static electricity
- Last term:
- P1 Energy

Required practical's

- Required practical 3: investigating resistance
- Required practical 4: IV characteristics

Revision material

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- Educake
- CGP AQA Trilogy Combined Science Revision Guide

GCSE Spanish

Students assessed on the following papers:

- Listening (33%) - week prior to AP1
- Reading (33%) - during AP1 week
- Writing (33%) - during AP1 week

Module 1: My free time

TOPICS	SKILLS
- Talking about life online - Talking about sports and free-time activities - Arranging to go out - Planning a cinema visit - Saying what you did at the weekend - Talking about days that went wrong	- <i>Revising the present tense</i> - <i>Revising expressions of frequency</i> - <i>Revising irregular present tense verbs</i> - <i>Using opinion verbs and expressions</i> - <i>Using the near future tense</i> - <i>Using the preterite tense</i> - <i>Practising different verbs in the preterite tense</i> - <i>Combining three tenses</i>

Module 2: Holidays

TOPICS	SKILLS
- Discussing travel plans - Talking about festivals in the Spanish-speaking world - Saying what you did on holiday - Describing where you stayed - Talking about holidays using different tenses	- <i>Using comparatives</i> - <i>Using 'se puede(n) + infinitive</i> - <i>Using 'hay' and 'hay que'</i> - <i>Using extended sentences with if</i> - <i>Practising the 'I' and 'we' forms of the preterite tense</i> - <i>Using a range of structures to give opinions in the past</i> - <i>Using the imperfect tense for descriptions</i> - <i>Using three different time frames</i>

GCSE Sociology

Family and Households

- Perspectives of the family:
 - Functionalism
 - Marxism
 - Feminism
- Family forms and family diversity
- Conjugal relationships and roles
- Importance of the nuclear family
- Conjugal relationships and roles
- Perspectives of conjugal roles

Introduction to Sociological perspectives

- Functionalism
- Marxism
- Feminism
- Interactionism
- The new right

GCSE Psychology

Memory

- Processes of memory: encoding, storage and retrieval
- Types of memory: episodic, semantic and procedural
- How memories are encoded and stored
- The multi-store model, including:
 - Stores - Sensory, short term and long term
 - Features of each store – coding, capacity and duration
 - Evaluation of the multi-store model
- The effects of serial position: Primacy and recency effects
- Murdock's serial position curve study description (AMFC)
- Evaluation of Murdock's study (can include GRACE)

Research Methods

- Aims
- Variables (independent, dependent and extraneous)
- Hypotheses (alternative and null)
- Laboratory experiments
- Field experiments
- Natural experiments
- Evaluation of the different types of experiment