# BALLYMENA ACADEMY

# Helping Your Child Revise Biology

## Year 10 • A guide for parents and carers

**You do not need to be a Biology expert. Help your child recall, check and revisit.**

### Know the exam

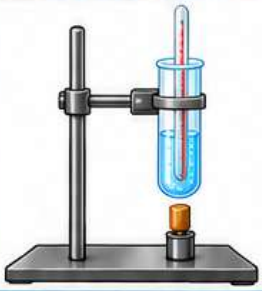
**45 minutes**

- Use the school checklist to choose topics and the class booklet to check answers.

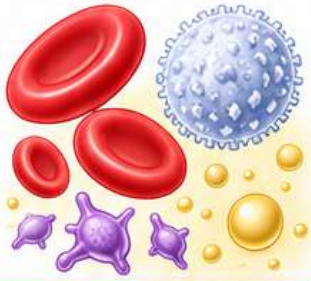
### Diet and Digestion: learning outcomes 1–21



### Food-energy investigation



### Blood and Circulation: learning outcomes 1–2



## Three research-supported habits

**1 RECALL**

Close the notes. Answer, explain or draw from memory. Check and correct. [1]

**2 SPACE**

Return to topics on different days; revisit difficult questions sooner. [1]

**3 PLAN AND REVIEW**

Ask what to practise, how to check it and what needs another attempt. [2]

## A suggested 20-minute routine

Adapt the timing to your child's needs.

- **2 min** Choose one small goal
- **8 min** Recall without notes
- **5 min** Check and correct
- **3 min** Retry a missed question
- **2 min** Plan when to revisit

## Ask about the Year 10 topics

**1 FOOD AND DIET**

Why do we need food? Give sources and functions of nutrients. Recall deficiencies of vitamin C, vitamin D, calcium and iron. Explain malnutrition and starvation.



**2 FOOD TESTS**

For starch, sugar, protein and fat, ask for the reagent, method and positive result.




**3 TEETH**

Draw and label a tooth. Name the four tooth types. Explain decay and prevention; compare herbivore, carnivore and omnivore teeth.



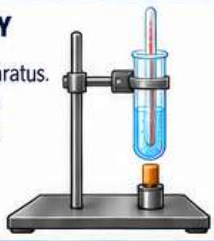
**4 DIGESTION**

Explain physical and chemical digestion, enzymes, peristalsis and fibre. Label the digestive system. Explain ileum adaptations and the five key digestion terms.



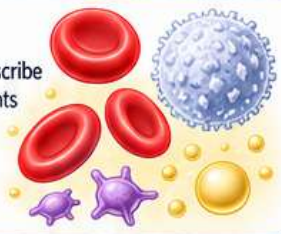
**5 FOOD ENERGY**

Sketch and label the apparatus. Explain how it is used to investigate food energy. Revise the method from the booklet.



**6 BLOOD**

Name, draw or describe the four components and explain their functions.



## Keep support calm and useful

- If stuck: give a small hint, review the booklet together, then try again without notes.
- Let your child do the thinking and writing. Praise checking and corrections.
- Judge progress by what they can explain after a gap. Contact school if difficulties persist.


[1] Dunlosky et al. (2013), *Improving Students' Learning With Effective Learning Techniques.*
[2] EEF, *Metacognition and self-regulation, Teaching and Learning Toolkit.*


Practical adaptations of research; benefits depend on the learner, task and context.

**Care | Engage | Excel | Respect**