



PLATANOS COLLEGE

An outstanding school for
pupils of all abilities

Year 10

Formal Examination Week

Monday 12th November 2018 to Friday 16th November 2018

Guide to Examinations

Make sure that you use the **toilet before you line up** in the morning. Unless you have a known medical condition backed up by a note from your GP, it is highly unlikely you will be given permission to leave the examination room once the examination has begun.

You may bring a small bottle of plain water to the exam room, but the labelling must have been removed before the exam.

The school day will run as normal. You will line up as you normally would. Year 10 examinations will take place in class time and you will be informed in good time for when your examination will be for each subject.

No equipment will be provided for you. The **loaning and borrowing** of equipment between candidates during examinations is **not permitted**. Therefore make sure well in advance of the examination week that you have all the equipment you will need (**black pens, pencils, ruler, rubber, calculator, colouring pencils, and spares of everything**).

The only type of **pencil-case** you are allowed to have on your exam desk is a **transparent** one. If you haven't yet got one, purchase one in good time for the exams.

Bring a packet of **tissues** with you in case you need them.

Mobile phones must be switched off. Smart watches, tablets or any electronic equipment are **strictly forbidden**, as is any equipment which is likely to make a sound which may distract others.

There is **no talking in the examination room** under any circumstances. Unless an invigilator has spoken to you, you should remain silent. Any form of communication between candidates, whether written or verbal, no matter what the content, will be treated as misconduct and **your paper will be cancelled**. Therefore, it is best to remain silent from the time you enter the examination room to the time you leave. **In addition, any attempt to distract other candidates, whether verbal or non-verbal, will be dealt with severely.**

Once any instructions have been given and the examination has begun, you may only put up your hand if you are facing an emergency. **No questions should be asked about the examination itself**, as an answer would give you an unfair advantage over other candidates. Therefore listen carefully to any instructions you are given, read the instructions on the paper itself, and use your initiative.

HOW TO PERFORM WELL IN EXAMINATIONS

This guide is intended to help you with your examination preparation so that you can make the most of what you have learned. It does **not** offer you a way around the problem of lack of effort in the past, but it **can** help you make the best use of the time you have left! The most important thing is to **listen** and **participate** in class. The harder you work in class **now**, the easier your revision and preparation will be later.

PLAN YOUR REVISION

- Work out how long you've got to revise before the examinations, and plan how best to use that time.
- Prepare a revision timetable.
- Pace yourself, revisiting each subject area regularly in the weeks before the examinations.
- Don't fool yourself that 'cramming' the night before an examination will do the trick - it won't.

PREPARATION

- Be organised. Keep your folders, books etc. tidy so that you don't have to waste time looking through clutter.
- Read the subject pages in this booklet carefully to find out what will be examined in each subject.
- Don't try to revise where there are distractions, like the TV or your games console.
- Eat well, sleep well and take physical exercise – cooping yourself up in one room day after day is unhealthy. You won't perform well if you've locked yourself up with books for weeks!
- Your brain can only concentrate for certain periods of time, so take regular breaks and treat yourself to a reward – go out for a walk, kick a ball about, listen to music.
- Don't let breaks take over though – stick to strict time limits, and don't slump for long periods in front of the TV.
- Make sure you know what equipment you will need for each examination. Make sure you know which examinations are on which days.
- If you are ill on the day of an examination, make sure your parent/guardian telephones school immediately to explain.
- Make sure you are comfortable before you go into the examination room – (e.g. make sure you have been to the toilet).

DON'T PANIC!

Remember, examinations are NOT designed to catch you out – rather to allow you to show what you have learned. Being calm and thoughtful in the examination will help you get the most out of your preparation.

EQUIPMENT

WARNING

Please make sure that your son/daughter is properly equipped for the forthcoming examinations.



- A transparent pencil case
- Several black pens and pencils
- A rubber, ruler and pencil-sharpener
- Mathematical equipment (protractor, set-square, compass and a working scientific calculator).

English

Year 10: Macbeth

Question Stems:

1a) How does Shakespeare use **language** to present.... in this **extract**.

1b) Explain the **importance** of ... **elsewhere in the novel**.

Topics:

You will be assessed on your analysis of Shakespeare's Macbeth. Think about how Shakespeare uses vocabulary as well as language devices to affect the readers and use quotations from the play to make inferences about character, ensuring you explain what you have inferred in detail. For question B, you must also consider Shakespeare's intentions and explain how your ideas link to the context of the play.

Skills:

The following skills will be assessed:

Assessment Objective 1: Can I identify and interpret explicit and implicit information and ideas?

Assessment Objective 2: Can I analyse the writer's use of language and structure?

Assessment Objective 3: Can I comment on the significance of context?

What should you do to help you revise?

- GCSE Bitesize (website)
- Read extracts of the play
- Use your exercise book
- GCSE Revision guides

What is the outline of the exam and how will it be assessed?

You will have a reading exam.

You will be given an extract from the play and must then use the extract to respond to the questions. You will be expected to demonstrate the ability to analyse the language in the extract. You will also be expected to use a range of relevant quotations and subject terminology in your response.

For the second question, you must be able to include key quotations from elsewhere in the play to support your argument. You must also be able to explain the significance of a character or theme and be able to link this to the context of the text.

Mathematics

Topics to revise for the first assessment

Higher	Foundation
Equations and formulae	Number problems
Probability	Primes and indices
Area and volume	Fractions, decimals and percentages
Trigonometry	Charts and graphs
Standard form	Ratio and proportion
Ratio and proportion	Two way tables
Indices	Sequences
Rearranging formulae	Estimation
Solving equations	Area and volume
Simplifying algebraic expressions	Transformations
Algebraic graphs	Equations and formulae
Surds	

Online Revision resources:

1. Mymaths: www.mymaths.com
2. SAM Learning: www.samlearning.com
3. BBC Bitesize KS3: <http://www.bbc.co.uk/education/levels/z4kw2hv>
4. Maths Watch: www.mathswatchvle.com

Equipment needed:

1. Pen
2. Pencil
3. Scientific calculator
4. Maths set (ruler, protractor, compasses)

End of Half-term test:

The test is based on the units pupils are completing this term and is approximately 50 minutes long. Pupils will be given a grade based on their performance.

Science (Double Award)

Year 10 Combined Science Trilogy Revision guidance – (Double Award)

Topics that will be assessed:

During this term, Year 10 pupils have been studying the topics as listed below. Pupils will be assessed on these topics:

B5: Communicable diseases

- Health and disease
- Pathogens and disease
- Preventing infections
- Viral diseases
- Bacterial diseases
- Diseases caused by fungi and protists
- Human defence responses

B6: Preventing and treating disease

- Vaccination
- Antibodies and painkillers
- Discovering drugs
- Developing drugs

B7: Non-communicable diseases

- Non-communicable diseases
- Cancer
- Smoking and the risk of disease
- Diet, exercise, and disease
- Alcohol and other carcinogens

B9: Respiration:

- Aerobic respiration
- The response to exercise
- Anaerobic respiration
- Metabolism and the liver

Science (Triple Award)

Year 10 Triple Science Revision guidance

Topics that will be assessed:

During this term, Year 10 pupils have been studying the topics as listed below. Pupils will be assessed on these topics:

B5: Communicable diseases

- Health and disease
- Pathogens and disease
- ***Growing bacteria in the lab***
- ***Preventing bacterial growth***
- Preventing infections
- Viral diseases
- Bacterial diseases
- Diseases caused by fungi and protists
- Human defence responses
- ***More about plant diseases***
- ***Plant defence responses***

B6: Preventing and treating disease

- Vaccination
- Antibodies and painkillers
- Discovering drugs
- Developing drugs
- ***Making monoclonal antibodies***
- ***Uses of monoclonal antibodies***

B7: Non-communicable diseases

- Non-communicable diseases
- Cancer
- Smoking and the risk of disease
- Diet, exercise, and disease
- Alcohol and other carcinogens

B9: Respiration

- Aerobic respiration
- The response to exercise
- Anaerobic respiration
- Metabolism and the liver

Science

Skills that will be assessed:

Pupils will be assessed in the following areas:

- Data handling – evaluating given data and figures. Identifying patterns and relationships and making suitable conclusions.
- Gathering evidence – ways of presenting data and figures
- Investigative skills – designing investigations so that patterns and relationships between variables may be identified

Resources to use for revision:

- AQA website with a range of resources: <http://www.aqa.org.uk/subjects/science/steps-to-success-in-science>
- BBC website with various topics and activities: <http://www.bbc.co.uk/education/subjects/zrkw2hv>
- SAM Learning with various topics and activities: <https://www.samlearning.com/>

Outline of exam paper:

Example of exam papers and mark schemes can be found on this official AQA website:

<http://www.aqa.org.uk>

History

Year 10 Revision guidance – History

Topics that will be assessed: Crime and Punishment

Year 10 pupils have been studying the topics as listed below. Their forthcoming exam will be in the style of a GCSE exam paper.

1. Causes of Crime:

- Middle Ages: poverty, famine and war
- Early Modern period: Economic pressure and religious change

2. Nature of Crime:

- Middle Ages: Vagrancy, heresy and treason
- Early Modern period: Growth of smuggling and highway robbery

3. Policing:

- Middle Ages: Communal responsibility (hue and cry), role of manor, church and royal courts
- Early Modern period: Growth of civic and parish responsibility, role of JPs

4. Punishment

- Middle Ages: trial by jury and trial by ordeal, harsh nature of punishments
- Early Modern period: Treatment of vagabonds, public punishments: stocks, pillory and executions

Skills that will be assessed:

Pupils will be assessed in the following areas:

- Recalling of key information and making a judgement.
- Analysing sources – including authorship and purpose of a source.
- Students should learn the exam techniques as set out in the back of their exercise books for Questions 1-4.

Resources to use for revision:

Students should focus only on the Medieval and Early Modern periods

- <https://www.bbc.com/bitesize/topics/zpp3srd> - BBC revision clips and website.
- <https://www.themanor.notts.sch.uk/assets/Revision/Crime-and-Punishment-Revision-Guide-v1-GHY.pdf> - Revision booklet.
- <https://www.historyonthenet.com/medieval-life-crime-and-medieval-punishment/> - Medieval crime
- <https://sites.google.com/site/foxfordhistory/home/crime-and-punishment/medieval-crime-and-punishment> - Early Modern crime and punishment

Modern Foreign Languages (MfL)

TOPIC: *Desconéctate*

OUTLINE OF THE EXAM

You will have approximately 55 minutes in lesson to listen, read and write about school. You will have to:

- understand people talking about holidays and weather.
- express what you did in the summer using the preterite tense and explain what you will do in the future using the near future tense.
- express your holiday preferences using verbs of opinion.
- describe accommodation using the imperfect tense.
- book accommodation and deal with problems using *usted*.

SKILLS THAT WILL BE ASSESSED

- Students will be assessed in four different skills: Listening, Reading, Writing and Speaking.
- Speaking will be assessed informally during lessons.

REVISION AND PREPARATION

- Revise all the vocabulary taught in lessons (<http://www.quizlet.com> and <http://www.memrise.com>)
- Practice listening & reading in Spanish (<http://www.bbc.co.uk/languages/spanish/> and <https://radiolingua.com/coffeebreakspanish/>)

SUCCESS CRITERIA

WRITING

- Be able to write a short paragraph to answer the questions, using your own language.
- Be able to translate familiar short phrases. You may make some errors with verbs and occasional errors with more complex structures, but the meaning should be clear.
- Be able to write a short paragraph in the present and the past.
- Be able to write a more extended texts and refer to the past, present and future.

READING & LISTENING

- Be able to understand and read short familiar phrases.
- Be able to understand and read short passages of familiar language in the present tense.
- Be able to identify main points, opinions & some details from oral and written texts.
- Be able to understand and read short passages of familiar language in the present, past and future tense.

Art

Recording to support ideas

Outline of the exam

You will have 3 hours in lesson to select an image which relates to your idea intentions recording it using a media of your choice. This must reflect the style of your chosen artist. You will either draw the object from first hand (secure level) or a photograph (foundation level).

Skills that will be assessed

- Use of delicate and accurate line
- Accurate observation of shape and form
- Wide range and smooth application of tone to show light and dark
- Considered and appropriate media choice reflecting the artists' style

Revision and preparation

- ✓ Research into your chosen artist and their style
- ✓ Practice drawing objects which relate to your theme from first hand sources
- ✓ <http://www.bbc.co.uk/schools/gcsebitesize/art/practicalities/artcraftdesign1.shtml>

Your success criteria is available from your Art teacher.

Religious Education

Year 10 Revision guidance – Religious Education

Topics that will be assessed: Duties and Festivals

During this term, Year 10 pupils have been studying Unit 4: Duties and Festivals in Islam. Pupils should focus their revision on the topics below:

Duties and Festivals

1. **Sawm (Fasting)**; reasons for fasting, benefits of fasting, and who doesn't need to fast.
2. **Zakah (Charity)**; reasons for giving to charity, benefits of giving to charity to Islam, communities, and the giver.
3. **Hajj (Pilgrimage)**; the stages of Hajj including ihram, reasons for going, and benefits.
4. **Jihad**; the difference between greater and lesser jihad.
5. **The Ten Obligatory Acts** of Shi'a Islam including comparisons to the Five Pillars.
6. **Id-UI Fitr**; reasons for celebrating the festival and the period of Ramadan.
7. **Ashura**; origins of the festival and different reasons for celebrating it.

Skills that will be assessed:

Pupils will be assessed in the following areas:

- Recalling of key information – Q1, Q2.
- Development of knowledge – Q3
- Using religious teachings to explain points of view – Q4
- Extended evaluative writing on a theme – Q5

Resources to use for revision:

- <https://www.bbc.com/bitesize/topics/z8wfbk7> - GCSE bitesize (check the clip matches topics above)
- <http://world-faiths.com/islam/> - Revision tests
- <https://revisionworld.com/gcse-revision/rs-religious-studies/islam> Video clips and information to aid revision

Drama

You will be examined on a reduced version *Mock Component 1*. You will need to produce a portfolio for your devising process for the performance you have been working towards. In your portfolio you will need to explain your creative process, from explaining your ideas about your response to the original stimulus to showing how you developed your ideas and material within the sessions. Read the criteria below carefully and make sure you prepare by making detailed notes in the devising sessions in the lead up to your exam. You will have 1 hour to write your portfolio within an exam setting. AO1 /30.

	0	No rewardable material	
Level 1	1-6	Low (1-2 marks) Qualities of level are partially met	<ul style="list-style-type: none"> Offers basic and underdeveloped explanations of the creative intentions for the performance. Underdeveloped practical creation, development and refinement of ideas from the stimuli to communicate meaning. Demonstrates tentative engagement with the process of collaboration, rehearsal and refinement. Limited and inconsistent use of drama terminology, which may not always be appropriate.
		Mid (3-4 marks) Qualities of level are mostly met	
		High (5-6 marks) Qualities of level are convincingly met	
Level 2	7-12	Low (7-8 marks) Qualities of level are partially met	<ul style="list-style-type: none"> Offers adequate explanations of the creative intentions for the performance. Some sound practical creation, development and refinement of ideas from the stimuli to communicate meaning. Demonstrates some adequate engagement with the process of collaboration, rehearsal and refinement. Generally adequate use of drama terminology which is sometimes appropriate.
		Mid (9-10 marks) Qualities of level are mostly met	
		High (11-12 marks) Qualities of level are convincingly met	
Level 3	13-18	Low (13-14 marks) Qualities of level are partially met	<ul style="list-style-type: none"> Offers coherent explanations of the creative intentions for the performance. Competent practical creation, development and refinement of ideas from the stimuli to communicate meaning. Demonstrates clear engagement throughout the process of collaboration, rehearsal and refinement. Coherent use of drama terminology, which is mostly appropriate.
		Mid (15-16 marks) Qualities of level are mostly met	
		High (17-18 marks) Qualities of level are convincingly met	
Level 4	19-24	Low (19-20 marks) Qualities of level are partially met	<ul style="list-style-type: none"> Offers sustained explanations of the creative intentions for the performance. Effective and sustained practical creation, development and refinement of ideas from the stimuli to communicate meaning. Demonstrates secure engagement with the process of collaboration, rehearsal and refinement. Secure and consistent use of appropriate drama terminology.
		Mid (21-22 marks) Qualities of level are mostly met	
		High (23-24 marks) Qualities of level are convincingly met	
Level 5	25-30	Low (25-26 marks) Qualities of level are partially met	<ul style="list-style-type: none"> Offers comprehensive explanations of the creative intentions for the performance. Assured and comprehensive practical creation, development and refinement of ideas from the stimuli to communicate meaning. Demonstrates confident engagement with the process of collaboration, rehearsal and refinement. Confident and accomplished use of appropriate drama terminology.
		Mid (27-28 marks) Qualities of level are mostly met	
		High (29-30 marks) Qualities of level are convincingly met	

Physical Education

Students will be sitting the AQA GCSE Physical Education Paper
The examination consists of a 1 hour 15 minutes written paper.

The Exam

- The first question will be a multiple choice type question
- The second part of the paper will be short answered questions
- The third part of the paper will be two extended answers (8 Marks)

Specific PE tips:

- Answer all questions
- Underline key words in the question
- Identify how many marks have been awarded and make that amount of separate points ie 3 marks means write 3 answers
- Give specific physical activity examples do not just name a sport ie dodging your opponent in Basketball
- Try to answer all questions

Try these websites:

www.s-cool.co.uk

www.teachpe.com/gcse_pe_exam_revision_questions_answers

www.bbe.co.uk/schools/gcsebitesize/pe

www.geocities.com/sjb_physed/GCSEPE.html

www.bbc.co.uk/sport/ (Choose practical activity)

Topics that youll be assessed in:

- To be able to state and describe all fitness components.
- Be able to apply each component to extreme sporting examples with varying justifications.
- List reasons for fitness testing and state limitations for testing.
- Be able to list and justify basic protocols for tests and explain how to administer test accurately making links to sports.
- Be able to state the principles of training and how they can be applied to a range of sports.
- Be able to name and describe each type of training and begin to evaluate suitability for each sport.

Revision

- Find the technique which **works best for you!**
- Mind Maps, Revision Cards, Make Notes, Clear layout, Use Highlighters, Use Diagrams, Use Class Notes, GCSE Pod, Revision Guides and Textbooks!
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- **Reinforcing your memory – get someone to test you from the notes / cards / mind maps / revision posters**

Business Studies

ASSESSMENT TOPICS:

THEME 1

- o Unit 1.1- Enterprise and entrepreneurship
- o Unit 1.2- Spotting a business opportunity

SKILLS ASSESSED:

- Understanding customer needs
- Added Value
- Market Research
- Market Segmentation
- The Competitive Environment
- The dynamic nature of business
- Risk and reward
- The role of business enterprise

REVISION RESOURCES:

<http://www.bbc.co.uk/education/subjects/zpsvr82>

<https://revisionworld.com/gcse-revision/business-studies/edexcel-business-studies/unit-1-introduction-small-business>

<http://www.tutor2u.net/business/blog/edexcel-gcse-business-unit-1-revision-quiz>

<http://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html?Qualification-Family=GCSE>