



PLATANOS COLLEGE

An outstanding school for
pupils of all abilities

Year 10

Formal Examination Week

Monday 13th November 2017 to Friday 17th November 2017

Guide to Examinations

	<p>Make sure that you use the toilet <u>before you line up</u> 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, <u>but the labelling must have been removed before the exam</u>.</p>
	<p><u>The school day will run as normal.</u> 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 when your examination will be for each subject.</p>
	<p>No equipment will be provided for you. The loaning and borrowing of equipment between candidates during examinations is <u>not permitted</u>. 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).</p>
	<p>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.</p>
	<p>Bring a packet of tissues with you in case you need them.</p>
	<p>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.</p>
	<p>There is <u>no talking in the examination room</u> 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.</p>
	<p>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.</p>

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. Pay attention and ask for help if/when you need it. 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

NOTICE

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, compasses and a working scientific calculator).

English

Macbeth and transactional writing

Topics:

You will be assessed on Shakespeare's *Macbeth*. Think about the key characters as well as the themes such as conflict. You will also be assessed on transactional writing which is a requirement of your GCSE English Literature exam.

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?

Assessment Objective 5: Can I respond adapting the correct form and can I structure my work effectively?

Assessment Objective 6: Can I vary my sentence structure as well as my punctuation and vocabulary?

What should you do to help you revise?

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

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

You will have a reading and a writing exam.

You will be given an extract from the play and must then use the extract to respond to the questions (Reading paper).

You will be expected to demonstrate the ability to analyse the language and structure in the extract.

Furthermore, you must be able to comment on the context of the play and its relevance.

For the writing exam, you will be assessed on your ability to respond in the correct form (e.g. diary entry). You will also be expected to use a range of punctuation effectively. You must also demonstrate the ability to use varied vocabulary.

Mathematics

Topics to revise for the first assessment

Higher	Foundation
Solving quadratic equations using the formula	Coordinates
More complex quadratic equations	Mid-point of a line segment
Completing the square	Linear graphs
Simultaneous equations	Gradient of a line
Solve simultaneous equations for real life situations	Find equations of straight line graphs
Use simultaneous equations to find the equation of a line	Real life graphs
Interpret real life situations in two unknowns and solve them	Distance-time graphs
Solve simultaneous equations with one quadratic	Translation
Use real life situations to construct quadratic and linear equations and solve them	Reflection
Inequalities	Rotation
	Enlargement
	Combining transformations

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)

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:

B2: Cell division

- Cell division
- Growth and differentiation
- Stem cells
- Stem cell dilemmas

B3: Organisation and the digestive system

- Tissues and organs
- The human digestive system
- The chemistry of food
- Catalyst and enzymes
- Factors affecting enzyme actions
- How the digestive system works
Making digestion efficient

B9: Respiration

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

B10: The human nervous system

- Principles of homeostasis
- The structure and function of the nervous system
- Reflex action

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>

Science (Triple 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:

B2: Cell division

- Cell division
- Growth and differentiation
- Stem cells
- Stem cell dilemmas

B3: Organisation and the digestive system

- Tissues and organs
- The human digestive system
- The chemistry of food
- Catalyst and enzymes
- Factors affecting enzyme actions
- How the digestive system works
Making digestion efficient

B9: Respiration

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

B10: The human nervous system

- Principles of homeostasis
- The structure and function of the nervous system
- Reflex action
- **The brain**
- **The eye**
- **Common problems of the eye**

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

History

Topics that will be assessed: The Elizabethan Age

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

Elizabeth and her government:

- Elizabeth's life before she became Queen
- Elizabeth's coronation and reasons for popularity
- The role of the Royal Court, Privy Council and Privy Councillors
- Local government roles
- The role of Parliament in Elizabeth's reign

Elizabethan society:

- The Elizabethan social structure
- The lifestyle of the rich (including houses and fashions)
- The lifestyle of the Gentry and Middling Classes
- The life of the poor and role of poverty
- The growing problem of unemployment and vagrancy
- Government actions to deal with the problems of poverty

Elizabethan entertainment:

- Reasons for the growth of theatre
- Support and opposition to theatre
- Other forms of Elizabethan entertainment (e.g. bear baiting, gambling and dancing)

Skills that will be assessed:

Pupils will be assessed in the following areas:

- Recalling of key information
- Source inference
- Reaching a judgement
- Evaluating a theme
- Students should learn the exam techniques as set out on their mark schemes

Resources to use for revision:

- http://www.bbc.co.uk/bitesize/ks3/history/tudors_stuarts/elizabeth_i/revision/1/
- <http://www.s-cool.co.uk/a-level/history/elizabeth-i>

Outline of exam paper: This is a new specification, therefore there are no past papers and limited practice exam questions. A mark scheme has been given to each student, and teachers will disseminate a revision pack of questions before the exams.

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 text 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 tenses.

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 and record 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

Topics that will be assessed: The role of the Church and Key beliefs in Islam

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

The role of the Church:

1. Church and Local Community
2. Evangelism and Church growth
3. Reconciliation
4. Persecution
5. Christian Agencies

Key beliefs in Islam:

1. Six articles of faith in Sunni Islam
2. The five roots of Usul ad-Din in Shi'a Islam
3. The Oneness and Nature of God

Skills that will be assessed:

Pupils will be assessed in the following areas:

- Recalling of key information
- Reaching a judgement
- Extended writing on a theme
- Using religious teachings to understand points of view

Resources to use for revision:

- <http://www.bbc.co.uk/education/topics/zdprkqt> - GCSE Bitesize with clips on Key beliefs
- <http://world-faiths.com/islam/> - Revision tests

Drama

You will have two parts to your exam – a performance piece and a written response.

Performance

- You will be given a scenario from which to prepare a 2-3 minute performance piece.
- You will be assessed according to the assessment grid available from your teacher.
- Marks are awarded for how you **carefully** use your voice and movement for effect, so you will need to remember that, whatever your scenario, you are expected to create a reason to demonstrate your skills in your full vocal range, movement and use of space.

Written

- You will be given an extract from a play and asked a question about how you would use NON-VERBAL COMMUNICATION as one of the characters.
- Make sure you revise the **key words** connected to non-verbal communication as part of your revision from your books.
- See the example below to understand the style of questioning and how to gain marks.

Question Number	You are going to play Miss Bott. Explain two ways you would use non-verbal communication to play this character in this extract.	Mark
3(a)(i)	<p>One mark for each way identified and an additional mark for each linked explanation. Candidates may refer to the following in their answer, for example.</p> <p>Facial Expression</p> <ul style="list-style-type: none"> • sharp gaze (1) to show she's watching Will and Tess (1) • glances away (1) to show <i>selective attention</i> (1) • disapproving stare (1) to match lines such as <i>Rules are rules.</i> (1) <p>Gesture/Movement</p> <ul style="list-style-type: none"> • use of knitting needles (1) to indicate disinterest (1) or disapproval (1) • entrance (1) to indicate her role as a chaperone (1) • in response to Will holding Tess (1) to indicate surprise (1) or shock (1) at him breaking the rules (1) <p>Look for other reasonable marking points.</p>	(4)

Physical Education

Topics that will be assessed: The human body and movement in physical activity and sport			
Applied anatomy and physiology <ul style="list-style-type: none"> • The structure and functions of the musculoskeletal system • The structure and functions of the cardio-respiratory system • Anaerobic and aerobic exercise • The short and long term effects of exercise 	Movement analysis <ul style="list-style-type: none"> • Lever systems examples of their use in activity • the mechanical advantage they provide in movement • Planes and axes of movement 	Physical training <ul style="list-style-type: none"> • The relationship between health and fitness and the role that exercise plays in both • The components of fitness, benefits for sport and how fitness is measured and improved • The principles of training and their application to personal exercise/training programmes • How to optimise training and prevent injury • Effective use of warm up and cool down 	Use of data <ul style="list-style-type: none"> • Demonstrate an understanding of how data are collected – both qualitative and quantitative • Present data (including tables and graphs) • Analyse and evaluate data
Socio-cultural influences			
<ul style="list-style-type: none"> • Engagement patterns of different social groups in physical activity and sport 	<ul style="list-style-type: none"> • Commercialisation of physical activity and sport 	<ul style="list-style-type: none"> • Ethical and socio-cultural issues in physical activity and sport 	
<ul style="list-style-type: none"> • Health, fitness and well-being 	<ul style="list-style-type: none"> • Physical, emotional and social health, fitness and well-being 	<ul style="list-style-type: none"> • The consequences of a sedentary lifestyle 	<ul style="list-style-type: none"> • Energy use, diet, nutrition and hydration

Skills that will be assessed:

Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). Analysis and evaluation of performance to bring about improvement in one selected activity.

Assessed by teachers and Moderated by AQA. Worth 100 marks which is 40% of GCSE. Paper 1 Applied Anatomy and Physiology and Paper 2 Sports Psychology Socio-Cultural Influences, both worth 78 marks (30% of GCSE).

Outline of exam paper assessment:

There are two written papers and both will be a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 1: The human body and movement in physical activity and sport (1 hour 15 minutes) 78 marks 30% of GCSE <ul style="list-style-type: none"> ➤ Applied anatomy and physiology ➤ Movement analysis ➤ Physical training ➤ Use of data 	Paper 2: Socio-cultural influences and well-being in physical activity and sport (1 hour 15 minutes) 78 marks 30% of GCSE <ul style="list-style-type: none"> ➤ Sports psychology ➤ Socio-cultural influences ➤ Health, fitness and well-being ➤ Use of data
--	---

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>