



PLATANOS COLLEGE

An outstanding school for
pupils of all abilities

Year 10

Formal Examination Week

Monday 4th February 2019 to Friday 8th February 2019

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

An inspector Calls and Transactional Writing

You will have a reading exam and a writing exam.

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

An inspector Calls

Question Stem: Explain the **importance** of ... **elsewhere in the play**.

Topics:

You will be assessed on your analysis of Priestley's An Inspector Calls. Use quotations from the play to make inferences about characters and themes, ensuring you explain what you have inferred in detail. You must also consider Priestley'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?

Transactional Writing

For the writing exam, you will be asked to complete a piece of transactional writing. This includes: newspaper articles, letters, speeches, blogs and diary entries. You will be assessed on your ability to spell words accurately, use correct grammar and punctuation as well as your ability to use a variety of vocabulary and language devices for effect.

The following skills will be assessed:

Assessment Objective 5: Can I structure my work effectively using paragraphs and include relevant language features?

Assessment Objective 6: Can I spell a range of advanced vocabulary correctly and use accurate spelling, punctuation and grammar?

What should you do to help you revise?

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

Mathematics

Topics to revise for the assessment:

Higher Tier	Foundation Tier
<ul style="list-style-type: none">• Calculator techniques• Ratio and proportion• Growth and decay• Percentages• Rearranging formulae• Expanding brackets• Forming and solving equations• Distance time graphs• Algebraic and real life graphs• Sequences• Area of compound shapes	<ul style="list-style-type: none">• Calculator techniques• Properties of number• Solving problems in real life situations• Fractions, decimals and percentages• Ratio and proportion• Simplifying algebraic expressions• Forming and solving equations• Coordinates• 2D shapes• Angle properties• Angles• Averages• Stem and leaf diagrams• Time series graphs

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
5. Corbettmaths: www.Corbettmaths.com
6. Mathsgenie: www.Mathsgenie.co.uk
7. Piximaths: www.piximaths.co.uk/revision-materials

Equipment needed:

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

Exam board: Pearson Edexcel

Combined Science

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 in Biology and Chemistry:

B10: The human nervous system	B11: Hormonal coordination	C3: Structure and bonding	C4: Chemical calculations
<ul style="list-style-type: none">• Principles of homeostasis• The structure and function of the nervous system• Reflex actions	<ul style="list-style-type: none">• Principles of hormonal control• The control of blood glucose levels• Treating diabetes• The role of negative feedback• Human reproduction• Hormones and the menstrual cycle• The artificial control of fertility• Infertility treatment	<ul style="list-style-type: none">• States of matter• Atoms into ions• Ionic bonding• Giant ionic structures• Covalent bonding• Structures of simple molecules• Giant covalent structures• Fullerenes and graphene• Bonding in metals• Giant metallic structures	<ul style="list-style-type: none">• Relative masses and moles• Equations and calculations• From masses to balanced equations• Expressing concentrations

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:

B10: The human nervous system	B11: Hormonal coordination	C3: Structure and bonding	C4: Chemical calculations
<ul style="list-style-type: none"> Principles of homeostasis The structure and function of the nervous system Reflex actions <i>The brain</i> <i>The eye</i> <i>Common problems of the eye.</i> 	<ul style="list-style-type: none"> Principles of hormonal control The control of blood glucose levels Treating diabetes The role of negative feedback Human reproduction Hormones and the menstrual cycle The artificial control of fertility Infertility treatment <i>Plant hormones and responses</i> <i>Using plant hormones</i> 	<ul style="list-style-type: none"> States of matter Atoms into ions Ionic bonding Giant ionic structures Covalent bonding Structures of simple molecules Giant covalent structures Fullerenes and graphene Bonding in metals Giant metallic structures <i>Nanoparticles</i> <i>Applications of nanoparticles</i> 	<ul style="list-style-type: none"> Relative masses and moles Equations and calculations From masses to balanced equations <i>Yield of a chemical reaction</i> <i>Atom economy</i> Expressing concentrations <i>Titration</i> <i>Titration calculations</i> <i>Volume of gases</i>

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History

Topics that will be assessed: Crime and Punishment – Questions 1- 5

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
- Industrial Britain: Pressure of industrialisation and urbanisation
- 20th Century: Changing technology, increase in violent crime and anti-social behaviour

2. Nature of Crime:

- Middle Ages: Vagrancy, heresy and treason
- Early Modern period: Growth of smuggling and highway robbery
- Industrial Britain: Crimes associated with urbanisation, industrial and farming riots
- 20th Century: Growth of crimes associated with cars, technology, hooliganism and terrorism

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
- Industrial Britain: Bow St Runners, Robert Peel, Met police and state police
- 20th Century: changing nature of policing in the C20th, transport and communication, community policing

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
- Industrial Britain: Transportation, prison reform: Howard, Fry and Paul, new prison systems
- 20th Century: Alternative methods – borstals, open prisons, community service, probation and parole

5. Attitudes to crime and punishment:

- Purposes of punishment over time: Retribution and deterrence and purpose of public punishment
- Concept of banishment in C18th and C19th
- Use of prisons to punish and reform in the C19th
- Changes in attitudes in the 20th Century: dealing with young offenders, abolition of the death sentence; attempts to rehabilitate and make amends

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 on their mark schemes for Questions 1-5.

Resources to use for revision:

- <http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=981> – Revision booklet (Eduqas)
- <http://www.bbc.co.uk/education/topics/z3gg87h/resources/1> - Clips to use
- <http://www.crimeandpunishmentthroughtime.co.uk/> - Some good revision tools
- Good mind maps for revision
- **Students should practice exam style questions in their Crime and Punishment Homework Booklet.**

Modern Foreign Languages (MfL)

TOPIC: *Mi vida en el insti*

OUTLINE OF THE EXAM

- You will have approximately 55 minutes in lesson to **listen**, **read** and **write** about school. You will have to:
 1. Understand people talking about **school subjects** and **teachers**.
 2. Describe **school facilities**, **uniform** and **school day** using **comparatives**, **superlatives** and **opinions**.
 3. Talk about **school rules** and **problems** using **phrases followed by the infinitive**.
 4. Talk about **plans for a school exchange** using the **near future**.
 5. Talk about **activities** and **achievements** using **object pronouns**.

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

Topics that will be assessed: Religion, peace and conflict

During this year, Year 11 pupils have been studying the topics as listed below. Pupils will be assessed on these topics:

Religion, peace and conflict:

1. Forgiveness and Reconciliation.
2. Violent Protest and Terrorism.
3. Causes of War.
4. Nuclear War.
5. Just War and Holy War.
6. Peacekeeping.
7. Religious arguments for all of the above

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/z6bw2hv> - GCSE bitesize with clips on Key beliefs
- <http://world-faiths.com/christianity/> - Revision tests
- <http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=724> – revision notes from the exam board. Check topic areas against those above.

Outline of exam paper:

Mark schemes have been given to each student, and teachers will disseminate a revision pack of questions before the exams.

Students will be completing a full section (Q1-5) plus an additional Q5 (12 mark question) in 40 minutes.

Drama

Your exam will be the final 2 hours for the written Portfolio report where you will finally be able to satisfy AO4's 3rd and 4th area (see below.)

You will be marked on:

- 3) How well you analyse and evaluate your own performance in the final play.
- 4) How well you analyse and evaluate the extent to which you met your creative intentions in the final play.

You will be able to take a single sheet of notes with you into your exam. You will need to reflect upon the fine detail of your voice and movement within each scene of the play so preparing notes right after your performance piece has been filmed is important.

Once you have prepared the notes, write a test paragraph, using the Level 4 bullet points to guide your content.

Finally, read Level 5 criteria carefully and refine your test paragraph to raise the level of your writing. This is training for the quality you're aiming for in the exam.

Level 4	10–12	<ul style="list-style-type: none">• Secure and balanced analysis and evaluation of personal contribution to the creation, development and refinement process.• Secure and balanced analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.• Effective and balanced analysis and evaluation of individual performance/design skills demonstrated in the performance.• Demonstrates effective and sustained ability to analyse and evaluate the realisation of creative intentions within the performance, with a balance between analysis and evaluation.
Level 5	13–15	<ul style="list-style-type: none">• Assured, fully-balanced and considered analysis and evaluation of personal contribution to the creation, development and refinement process.• Assured, fully-balanced and considered analysis and evaluation of decisions made regarding content, genre, structure, character, form, style, and language.• Comprehensive, fully-balanced and considered analysis and evaluation of individual performance/design skills demonstrated in the performance.• Demonstrates accomplished comprehensive ability to analyse and evaluate the realisation of creative intentions within the performance, with fully-balanced analysis and evaluation.

Physical Education

How should I revise?

- o As ACTIVELY as possible!!!
- o Revision is NOT just re-reading your notes/textbooks/revision guides

Where should I revise?

- In a quiet room (maybe a bedroom) with:
- o A comfortable temperature
 - o Good lighting
 - o A table to work at
 - o A clock

Which technique should I use?

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!

Reinforcing your memory – get someone to test you from the notes / cards / mind maps / revision posters

PE

- o Students will be sitting the AQA GCSE Physical Education Paper
- o 1 hour written paper

The Exam

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

Specific PE tips:

- o Answer all questions
- o Underline key words in the question
- o Identify how many marks have been awarded and make that amount of separate points i.e. 3 marks means write 3 answers
- o Give specific physical activity examples do not just name a sport i.e. dodging your opponent in Basketball
- o 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 you'll be assessed in:

Sports Psychology unit:

- Guidance and Feedback
- Goal setting and smart targets.
- Classification of skills
- Information Processing Model
- Personality Types
- Somatotyping
- Diet, nutrition, hydration and sedentary lifestyles

Business Studies

ASSESSMENT TOPICS:

THEME 1

Unit 1.1- Enterprise and entrepreneurship	Unit 1.2- Spotting a business opportunity	Unit 1.3 – Putting a business idea into practice	Unit 1.4 - Making The Business Effective
<ul style="list-style-type: none">• The Dynamic Nature of Business• Risk and Reward• The Role of Business Enterprise	<ul style="list-style-type: none">• Customer Needs• Market Research• Market Segment• The Competitive Environment	<ul style="list-style-type: none">• Business Aims and Objectives• Business revenues, costs and profits• Cash and Cash-Flow• Source of Business Finance	<ul style="list-style-type: none">• The Options for Start-up and Small Businesses• Business Location• The Marketing Mix• Business Plans

SKILLS ASSESSED:

- Demonstrate knowledge and understanding of business concepts and issues
- Apply knowledge and understanding of business concepts and issues to a variety of contexts
- Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions
- Calculations in a business context
- Interpretation and use of quantitative data in business contexts to support, inform and justify business decisions

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>
- Show My Homework (Revision material)
- Exercise books
- Revision Guides