



**PLATANOS COLLEGE**

An outstanding school for  
pupils of all abilities

**Year 11**

**Formal Examination Week**

**Monday 30<sup>th</sup> September 2019 to Friday 4<sup>th</sup> October  
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 examinations have 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, beginning with registration. You will be in normal lessons when you do not have a timetabled examination.**

**Equipment will not 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 examination 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/ teacher 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: **your paper will be cancelled and you will achieve an automatic Saturday morning detention**. 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. 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 work! **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 – staying 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, play football, 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 or on your mobile phone and tablet.
- Make sure you know what equipment you will need for each examination. Make sure you know which exams 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, compasses and a working scientific calculator).

# English Language

## Question Stems:

1. List four things about...
2. How does the writer use language to present... in this extract?
3. How has the writer structured the text to interest the readers?
4. A Student has said '...' To what extent do you agree with this statement?
5. Write a description based on this image OR Write a story about a time when...

## Topics:

You will be assessed on an unseen fiction extract. Analyse and evaluate the language used by the writers as well as the structure of the text and how this might affect the readers. You will also be asked to write your own fiction piece, including detailed description and a range of language techniques.

The following skills will be assessed:

### Reading:

**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 4:** Can I evaluate the writer's methods and their effect on the reader?

### Writing:

**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)
- Exam papers
- Use your exercise book
- Read a fiction text
- Mr Bruff's guides
- Use the English revision pages in your planner

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

You will be given a fiction extract to analyse and you will be given questions to answer on this extract. You will be expected to demonstrate the ability to analyse and evaluate the language and structure used in the extract and its impact on the readers.

For the writing exam, 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.

# Mathematics

## Topics to revise for assessment:

### Higher tier:

<i>Number</i>
<i>Algebra</i>
<i>Interpreting and representing data</i>
<i>Fractions, ratio and percentages</i>
<i>Angles and trigonometry</i>
<i>Graphs</i>
<i>Area and Volume</i>
<i>Transformations and constructions</i>
<i>Equations and inequalities</i>
<i>Probability</i>
<i>Multiplicative reasoning</i>
<i>Geometric proof and congruence</i>
<i>Transforming trigonometric graphs</i>
<i>Statistics</i>
<i>Equations and graphs</i>
<i>Circle theorems</i>
<i>Simplify algebraic fractions</i>
<i>Solving algebraic fraction equations</i>
<i>Vectors and geometric proof</i>
<i>Proportion and graphs</i>

### Foundation tier:

<i>Number</i>
<i>Algebra</i>
<i>Graphs, tables and charts</i>
<i>Fractions and percentages</i>
<i>Equations, inequalities and sequences</i>
<i>Angles</i>
<i>Averages and range</i>
<i>Perimeter, area and Volume</i>
<i>Transformations</i>
<i>Graphs</i>
<i>Ratio and proportion</i>
<i>Right- angles triangles</i>
<i>Probability</i>
<i>Multiplicative reasoning</i>
<i>Constructions, loci and bearings</i>
<i>Quadratic equations and graphs</i>
<i>Fractions, indices and standard form</i>
<i>Congruence, similarity and vectors</i>
<i>Subject of formula</i>
<i>Simultaneous equations</i>

### Online Revision resources:

Mymaths: [www.mymaths.com](http://www.mymaths.com)

SAM Learning: [www.samlearning.com](http://www.samlearning.com)

BBC Bitesize KS3:

<http://www.bbc.co.uk/education/levels/z4kw2hv>

Maths Watch: [www.mathswatchvle.com](http://www.mathswatchvle.com)

Corbettmaths: [www.Corbettmaths.com](http://www.Corbettmaths.com)

Mathsgenie: [www.Mathsgenie.co.uk](http://www.Mathsgenie.co.uk)

Piximaths: [www.piximaths.co.uk/revision-materials](http://www.piximaths.co.uk/revision-materials)

### Equipment needed:

Pen

Pencil

Maths set (ruler, protractor, compasses)

# Science – *Double Award*

## Topics that will be assessed:

During this the previous year, Year 11 pupils have been studying the topics as listed below. Pupils will be assessed on a full GCSE Exam paper on Biology (Paper1) and Chemistry (Paper1).

The exam will be based on the following topics:

### **Biology Paper 1 (Higher and Foundation)**

#### **B1: Cell structure and transport**

- Cells and microscopes
- Animal and plant cells
- Prokaryotic and eukaryotic cells
- Diffusion
- Osmosis
- Active transport
- Exchanging materials

#### **B2: Cell Division**

- Cell division

#### **B3: Organisation and the digestive system**

- Tissues and organs
- Enzymes and digestion
- Food tests

#### **B4: Organising animals and plants**

- The blood
- Blood vessels
- The heart
- Helping the heart
- Breathing and gaseous exchange
- Tissues and organs in plants
- Transport system in plants
- Evaporation and transpiration
- Factors affecting transpiration

#### **B5: Communicable diseases**

- Pathogens and disease
- Preventing infections
- Disease caused by fungi and protists
- Vaccination

#### **B8: Photosynthesis**

- Photosynthesis
- Factors affecting the rate of photosynthesis



Required practical:

**Higher:** Using the microscope to view a specimen and food tests

**Foundation:** How light intensity affects rate of Photosynthesis and food tests

## Chemistry Paper 1

### C1: Atomic structure

- Atoms
- Chemical equations
- Ions. Atoms and isotopes

### C2: The periodic table

- Development of the periodic table
- Electronic structure and periodic table
- Group 1- Alkali metals
- Group 7- Halogens
- Explaining trends

### C3: Structure and bonding

- Atoms into ions
- Ionic bonding
- Covalent bonding
- Giant ionic structures
- Structure of simple molecules

### C4: Chemical calculations

- Relative formula mass
- Equations and calculations

### C5: Chemical changes

- The reactivity series
- Displacement reactions
- Extracting metals
- Salts from insoluble base
- Strong and weak acids
- Neutralisation and pH scale

### C6: Electrolysis

- Changes at electrodes
- Extraction of aluminium
- Electrolysis of aqueous solutions

### C7: Energy changes

- Exothermic and endothermic reactions
- Reaction profiles
- Bond energy calculations

Required practical

**Higher:** Temperature changes- (Reactivity of metals with acid, exothermic and endothermic reactions) and Electrolysis

Foundation: Temperature changes- Reactivity of metals with acid and making salt from acid and insoluble base (metal oxide or metal carbonate)

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* (Band A sets 1 & 2)

## Topics that will be assessed:

During this the previous year, Year 11 pupils have been studying the topics as listed below. Pupils will be assessed on a full GCSE Exam paper on Biology (Paper1) and Chemistry (Paper1).

The exam will be based on the following topics:

### **Biology Paper 1 (Higher and Foundation)**

#### **B1: Cell structure and transport**

- Cells and microscopes
- Animal and plant cells
- Prokaryotic and eukaryotic cells
- Diffusion
- Osmosis
- Active transport
- Exchanging materials

#### **B2: Cell Division**

- Cell division

#### **B3: Organisation and the digestive system**

- Tissues and organs
- Enzymes and digestion
- Food tests

#### **B4: Organising animals and plants**

- The blood
- Blood vessels
- The heart
- Helping the heart
- Breathing and gaseous exchange
- Tissues and organs in plants
- Transport system in plants
- Evaporation and transpiration
- Factors affecting transpiration

#### **B5: Communicable diseases**

- Pathogens and disease
  - Preventing infections
  - Disease caused by fungi and protists
- 
- Vaccination

#### **B8: Photosynthesis**

- Photosynthesis
- Factors affecting the rate of photosynthesis

Required practical:

**Higher:** Using the microscope to view a specimen and food tests

**Foundation:** How light intensity affects rate of Photosynthesis and food tests

## Chemistry Paper 1

### C1: Atomic structure

- Atoms
- Chemical equations
- Ions. Atoms and isotopes

### C2: The periodic table

- Development of the periodic table
- Electronic structure and periodic table
- Group 1- Alkali metals
- Group 7- Halogens
- Explaining trends

### C3: Structure and bonding

- Atoms into ions
- Ionic bonding
- Covalent bonding
- Giant ionic structures
- Structure of simple molecules

### C4: Chemical calculations

- Relative formula mass
- Equations and calculations

### C5: Chemical changes

- The reactivity series
- Displacement reactions
- Extracting metals
- Salts from insoluble base
- Strong and weak acids
- Neutralisation and pH scale

### C6: Electrolysis

- Changes at electrodes
- Extraction of aluminium
- Electrolysis of aqueous solutions

### C7: Energy changes

- Exothermic and endothermic reactions
- Reaction profiles
- Bond energy calculations

### **Required practical**

**Higher:** Temperature changes- (Reactivity of metals with acid, exothermic and endothermic reactions) and Electrolysis

**Foundation:** Temperature changes- Reactivity of metals with acid and making salt from acid and insoluble base (metal oxide or metal carbonate)

### 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>

# Modern Foreign Languages (MfL)

## OUTLINE OF THE EXAM: LISTENING

### **HIGHER**

You will have 40 minutes and 5 minutes reading.

### **FOUNDATION**

You will have 30 minutes and 5 minutes reading.

## OUTLINE OF THE EXAM: READING

### **HIGHER**

You will have 1 hour.

### **FOUNDATION**

You will have 45 minutes.

## OUTLINE OF THE EXAM: WRITING

### **HIGHER**

You will have 40 minutes.

### **FOUNDATION**

You will have 30 minutes.

## TOPICS

You must revise key vocabulary on the topics below. Please find vocabulary **list attached**.

- Holidays (Desconéctate)
- School (Mi vida en el insti)
- Family and friends (Mi gente)
- Free time (Intereses e influencias)
- My neighbourhood (Ciudades)
- Healthy living and daily routine (De costumbre)
- Work experience (A currar)
- Environment (Hacia un mundo mejor)

## SKILLS THAT WILL BE ASSESSED

- Students will be assessed in two different skills: **Listening, Reading and Writing**.

## 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/>)

# History

## **Topics that will be assessed: Germany 1919-39**

Year 11 pupils have been studying the topics as listed below. Their forthcoming exam will be in the style of a GCSE paper; however the paper will only contain questions 1 – 5.

### **1. Impact of the First World War:**

- Impact of the Treaty of Versailles
- Weaknesses of the Weimar government
- Threats from the left and right
- 1923, the year of crisis: Invasion of the Ruhr, Hyperinflation and Munich Beer Hall Putsch

### **2. Recovery of Weimar:**

- Economic recovery from Hyperinflation: Dawes and Young Plan, US investment
- Political recovery: Locarno Pact, League of Nations, Social developments

### **3. End of the Weimar Republic:**

- Impact of the Depression
- Hitler's electoral appeal and Propaganda
- The role of the SA

## **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.
- Analysing interpretations to assess the validity and reasons for difference
- Students should learn the exam techniques as set out on their mark schemes for Questions 1-5.

## **Resources to use for revision:**

- <http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/germany/> - Good mind maps and quizzes
- <https://www.slideshare.net/wal147/germany-1919-1945-revision-facts-book> - Good for mind maps
- [http://www.crownhills.com/Downloads/German\\_Depth\\_Study\\_Revision\\_Guide%20STE.pdf](http://www.crownhills.com/Downloads/German_Depth_Study_Revision_Guide%20STE.pdf) – Good for overview

# Art

## ***Final Outcome - Reflection***

Outline of the exam

You will have 3 hours in lesson to complete your Reflection final outcome. This must reflect the work you have completed so far and be in the style of your chosen Artist.

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>

Success Criteria for the exams will be available from your Art teacher



# Religious Studies

Topics that will be assessed: Christianity, Islam and Thematic Studies

Pupils will be assessed on their Religious Studies GCSE course so far.

## Christianity (Paper 1)

- Jesus Christ; Incarnation, Crucifixion, Resurrection, Ascension, Sin, Salvation
- The Nature of God; Oneness of God, Creation, Life and Death
- Workshop and Festivals; Prayer, Sacraments, Baptism, Eucharist, Pilgrimage, Christmas, Easter
- The Role of the Church; Local Community, Evangelism, Reconciliation, Persecution, Christian Agencies/Charities

## Islam (Paper 1)

- Key beliefs; Six Articles of Faith, Five Roots of Shi'a Islam, Tawhid, Angels, the Afterlife
- Authority; Prophethood, the Qur'an and other Holy Books, the Imamate
- Worship; Five Pillars, Shahadah, Salah,
- Duties and Festivals; Zakah (Charity), Sawm (Fasting), Hajj (Pilgrimage) including Eid Ul-Adha, greater and lesser Jihad, Ten Obligatory Acts of Shi'a Islam, Eid-UI-Fitr, Ashura

## Thematic Studies (Paper 2)

- Theme A – Relationships and families; Marriage, Homosexuality, Family life
- Theme B – Religion and Life; Creation, Stewardship, the Environment, Abortion, Euthanasia, the Afterlife
- Theme D – Religion, Peace and Conflict; Forgiveness and Reconciliation, Protests, Terrorism, War, Nuclear War, Just War and Holy War, Peacekeeping

## Skills that will be assessed:

Pupils will be assessed for the following skills:

- Recall of key information, reaching a judgement
- Evaluating viewpoints from Christianity, Islam, and secular (non-religious) views.

## Resources to use for revision:

(Ensure that you are choosing the correct thematic topics as listed above)

- <https://www.bbc.com/bitesize/examspecs/zjgx47h>
- <https://www.whitworth.lancs.sch.uk/userimages/Website/Summer%20Term/Y11%20RS%20revision%20booklet.pdf>
- [https://www.youtube.com/watch?v=OQe8aFu\\_tls&list=PLh28g2XmbEbK55rE97NY2dK-kOebzyZDm](https://www.youtube.com/watch?v=OQe8aFu_tls&list=PLh28g2XmbEbK55rE97NY2dK-kOebzyZDm)

## Outline of exam paper:

Pupils have the outline of the GCSE exam paper and exam technique in their Religious Studies exercise books. Pupils will have practiced these styles of question both in class and as homework tasks prior to the exam. Revision resources will be given to each pupil in the three weeks prior to the exam, as well as resources added to Show My Homework.

<b>Q1</b>	1 mark	Circle the correct answer.
<b>Q2</b>	2 marks	2 x simple points to answer the question.
<b>Q3</b>	4 marks	2 x developed points to answer the question. They must show two clearly different ideas.
<b>Q4</b>	5 marks	2 x developed points to answer the question. One additional piece of information from own knowledge that refers to scripture (story/quote in holy book/reference to teaching)
<b>Q5</b>	12 marks	2 x arguments that agree 2 x arguments that disagree Final justified judgement

# Media Studies

## Topics:

### Section A

Section A will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:

- Magazines
- Advertising and marketing
- Newspapers
- Online, social and participatory media and video games.

### Section B

Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:

- Radio
- Music video
- Newspapers
- Online, social and participatory media and video games
- film (industries only).

## CSPs:

- Tatler Cover
- Reveal Cover
- Galaxy TV advert
- NHS blood transplant advert
- OMO advert
- The Daily Mirror
- The Times
- Zoella
- Kim Kardashian Hollywood
- Lara Croft: Go
- Radio 1 Launch Day
- Apple Beats 1 Radio
- Arctic Monkeys
- One Direction
- Doctor Strange
- I, Daniel Blake

## Questions:

- A range of questions relating to an unseen source and Close Study Products.
- An extended response question (20 marks).

## Skills:

### The following skills will be assessed:

**AO1:** Demonstrate knowledge and understanding of:

- The theoretical framework of media
- Contexts of media and their influence on media products and processes.

**AO2:** Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.

**What should you do to help you revise?**

- GCSE Bitesize (website)
- Use your exercise book
- Revise the close study products online

# Business Studies

## ASSESSMENT TOPICS:

### THEME 1

- **Unit 1.1- Enterprise and entrepreneurship**
  - The Dynamic Nature of Business
  - Risk and Reward
  - The Role of Business Enterprise
- **Unit 1.2- Spotting a business opportunity**
  - Customer Needs
  - Market Research
  - Market Segment
  - The Competitive Environment
- **Unit 1.3 – Putting a business idea into practice**
  - Business Aims and Objectives
  - Business revenues, costs and profits
  - Cash and Cash-Flow
  - Source of Business Finance
- **Unit 1.4 - Making The Business Effective**
  - The Options for Start-up and Small Businesses
  - Business Location
  - The Marketing Mix
  - Business Plans
- **Unit 1.5 - Understanding the external influences of business**
  - Business Stakeholders
  - Technology and Business
  - Legislation and Business
  - The Economy and Business
  - External Influences

## 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 \(Revision material\)](#)

# Drama

You will be marked for **one** of your performance extracts for Component 2. If you need to perform both of your extracts to support a peer's choice, you will only be marked for your nominated choice.

You will be marked for the following categories: Vocal & Physical Skills, Characterisation & Communication and Realisation of Artistic Intentions. The total marks available are **24**.

See below to use the **top of band criteria** for each category as you refine your performance as preparation.

## Vocal & Physical Skills /8

- Vocal skills are assured, demonstrating a comprehensive understanding of how creative choices communicate meaning to the audience. Vocal delivery is engaging and dynamic throughout.
- Accomplished technical control in the use of vocal techniques (clarity, pace, inflection, pitch, projection). Vocal performance shows comprehensive variation and range.
- Physical skills are assured, demonstrating a comprehensive understanding of how creative choices communicate meaning to the audience. Physical delivery is engaging and dynamic throughout.
- Accomplished technical control in the use of physical techniques (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships). Physical performance shows comprehensive variation and range.

## Characterisation & Communication /8

- Characterisation demonstrates a comprehensive understanding of the role and its context within the performance.
- Characterisation is accomplished, skilful and highly engaging, demonstrating comprehensive and assured focus, confidence and commitment.
- Assured rapport and communication with audience/other performers.

## Realisation of Artistic Intentions /8

- Assured contribution to the realisation of the artistic intention in performance.
- Performance demonstrates assured and sustained control and understanding in relation to style, genre and theatrical conventions.
- Demonstrates an accomplished and comprehensive interpretation of the text in performance.
- Individual performance is refined, articulate and dynamic, creating significant impact with ability to drive the piece, showing accomplished energy and ease.

The guidelines for timings are also below. It is important that as you begin to refine, you take this into consideration to add / delete scenes as your marks are **significantly** compromised if it is under time.

<b>1 performance student</b>	<b>2 performance students</b>	<b>3–4 performance students</b>	<b>5–6 performance students</b>
<b>2-3 minutes</b>	<b>3-5 minutes</b>	<b>10-12 minutes</b>	<b>13-15 minutes</b>

# 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 15 minutes written paper.**

### The Exam

- o The first question 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](http://www.s-cool.co.uk)

[www.teachpe.com/gcse\\_pe\\_exam\\_revision\\_questions\\_answers](http://www.teachpe.com/gcse_pe_exam_revision_questions_answers)

[www.bbe.co.uk/schools/gcsebiteize/pe](http://www.bbe.co.uk/schools/gcsebiteize/pe)

[www.geocities.com/sjb\\_physed/GCSEPE.html](http://www.geocities.com/sjb_physed/GCSEPE.html)

[www.bbc.co.uk/sport/](http://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.