



PLATANOS COLLEGE

An outstanding school for
pupils of all abilities

Year 11

Formal Examination Week

Monday 2nd November 2020 to Friday 6th November 2020

Guide to Examinations

Make sure that you use the **toilet** 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.

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

Jekyll and Hyde

Question Stems:

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

1b) Explore the importance of ... elsewhere in the novel

Topics:

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

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 novel 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 novel 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 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

SAM Learning: www.samlearning.com

BBC Bitesize KS3:

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

Maths Watch: www.mathswatchvle.com

Corbettmaths: www.Corbettmaths.com

Mathsgenie: www.Mathsgenie.co.uk

Piximaths: 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 the following topics in GCSE Biology, Chemistry and Physics.

The exam will be based on the following topics:

Biology

P8: Photosynthesis

- Photosynthesis
- The rate of photosynthesis
- How plants use glucose
- Making the most of photosynthesis

B4: Organising animals and plants

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

B10: The human nervous system

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

Required practical:

1. **Investigating the effect of light intensity on the rate of photosynthesis** (Use an aquatic plant to observe the effect light intensity has on the rate of photosynthesis).
2. **Investigate the effect of a factor on reaction time** (Plan and carry out an investigation, choosing the appropriate ways to measure reaction time and considering the risks and ethics of the investigation).

Chemistry

C6: Electrolysis

- Introduction to electrolysis
- Changes at the electrodes

- Extraction of aluminium
- Electrolysis of aqueous solutions

C7: Energy changes

- Exothermic and endothermic reactions
- Using energy transfers from reactions
- Reaction profiles
- Bond energy calculations

Required practical:

- 1. Investigating electrolysis of solutions:** Investigate the electrolysis of different aqueous solutions using inert electrodes.
- 2. Investigating temperature changes:** Use appropriate apparatus to investigate the variables that affect energy changes in reactions involving at least one solution.

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 the previous year, Year 11 pupils have been studying the topics as listed below. Pupils will be assessed on Biology and Chemistry.

The exam will be based on the following topics:

Biology:

B8: Photosynthesis

- Photosynthesis
- Rate of photosynthesis
- How plants use glucose
- Making the most of photosynthesis

B4: Organising animals and plants

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

B10: The human nervous system

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

Required practical:

1. ***Investigating the effect of light intensity on the rate of photosynthesis:*** Use and aquatic plant to observe the effect light intensity has on the rate of photosynthesis.
2. ***Investigate the effect of a factor on reaction time:*** Plan and carry out an investigation, choosing the appropriate ways to measure reaction time and considering the risks and ethics of the investigation.

Chemistry:

C6: Electrolysis

- Introduction to electrolysis
- Changes at the electrodes
- Extraction of aluminium
- Electrolysis of aqueous solutions

C7: Energy changes

- Exothermic and endothermic reactions
- Using energy transfers from reactions
- Reaction profiles
- Bond energy calculations
- **Chemical cells and batteries**
- **Fuel cells**

Required practical

1. **Investigating electrolysis of solutions:** Investigate the electrolysis of different aqueous solutions using inert electrodes
2. **Investigating temperature changes:** Use appropriate apparatus to investigate the variables that affect energy changes in reactions involving at least one solution.

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>
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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.

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

4. How did Hitler become dictator of Germany:

- Hitler becomes Chancellor
- Consolidation of power: Reichstag Fire
- Consolidation of power: Enabling Act and banning of Political Parties and Trade Unions
- Consolidation of power: Night of the Long Knives
- Consolidation of power: Death of Hindenburg and Army Oath

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
- Pupils 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 – Good for overview

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 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>

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

Animation

Final outcome- Reflection

Outline of the exam

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

Skills that will be assessed

- Use of delicate, accurate line and essential interpretation of storyboard scene
- Accurate observation of shape, form and meaningful response towards animation techniques and principles.
- Wide range and smooth application of tone to show chiaroscuro and atmospheric perspective.
- Considered and appropriate media choice reflecting the Animator’s 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 Animation teacher

Art Graphics

Final outcome- Reflection

Outline of the exam

You will have 3 hours in lesson to complete Musical Motifs 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

- Appropriate but experimental use of colour
- Visually communicating a message to attract a target audience
- Creative use of typography
- Considered and appropriate media choice reflecting the Artists' style
- Creating a design that is both reflective of the selected genre and 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 Graphics teacher

Photography

Final outcome- Reflection

Outline of the exam

You will have 3 hours in lesson to complete your “Identity” mini outcome. This must reflect the work you have completed so far and be in the style of the Photographer Rankin and his ‘Destroy’ series.

Skills that will be assessed

- Your choice of photographs derived from your 6 rules of composition with strong links to Rankin.
- Experimental use of manual manipulations that link to Rankin ‘Destroy’ series
- Considered and appropriate media choice reflecting the Photographer’s style
- Links to Assessment Objective 4: Present a **personal** and **meaningful** response that realises intentions.

Revision and preparation

- ✓ Research into Rankin ‘Destroy’ and his style of photography
- ✓ Practice manual manipulations (small studies) using the following relevant techniques such as ripping, collaging, layering and sewing into your images.
- ✓ Follow this link for further information and development into Rankin
- ✓ <https://www.photopedagogy.com/rankin-destroy.html> look at the tutorials for ideas.

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

Religious Studies

Topics that will be assessed: Islam and Thematic Studies

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

Thematic Studies (Paper 2)

Theme D – Religion, Peace and Conflict:

A breakdown of the topics for this unit are listed below

- Forgiveness and Reconciliation,
- Protests, including the use of violence
- Terrorism,
- War, including Holy War and Just War Theory
- Nuclear War,
- Peacekeeping

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

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/zjqx47h>
- <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

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.

Q1	1 mark	Circle the correct answer.
Q2	2 marks	2 x simple points to answer the question.
Q3	4 marks	2 x developed points to answer the question. They must show two clearly different ideas.
Q4	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)
Q5	12 marks	2 x arguments that agree 2 x arguments that disagree Final justified judgement

Business Studies

ASSESSMENT TOPICS:

THEME 2

o Unit 2.1- Enterprise and entrepreneurship

- o Business Growth
- o Changes in Business Aims and Objectives
- o Business and Globalisation
- o Ethics, the Environment and Business

o Unit 2.2- Making Marketing Decisions

- o Product
- o Price
- o Promotion
- o Place
- o Using the Marketing Mix to make Business Decisions

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>
- [Dynamic Learning website](#)
- [Exercise books](#)
- [Revision Guide and workbook](#)

Computer Science

ASSESSMENT TOPICS:

PAPER 1 – PRINCIPLES OF COMPUTER SCIENCE

o **Topic 1- Problem Solving**

- o Algorithms
- o Decomposition and abstraction

o **Topic 2- Programming**

- o Develop code
- o Constructs
- o Data types and structures
- o Input/output
- o Operators
- o Subprograms

o **Topic 3 – Data**

- o Binary
- o Data Representation
- o Data storage and compression
- o Encryption
- o Databases

o **Topic 4 – Computers**

- o Machines and computational modelling
- o Hardware
- o Logic
- o Software
- o Programming languages

o **Topic 5 – Communication and the internet**

- o Networks
- o Network security
- o The internet and the world wide web

o **Topic 6 – The bigger picture**

- o Emerging trends, issues and impact

SKILLS ASSESSED:

- Demonstrate knowledge and understanding of the key concepts and principles of computer science.
- Apply knowledge and understanding of key concepts and principles of computer science.
- Analyse problems in computational terms:
 - To make reasoned judgements; and
 - To design, program, evaluate and refine solutions.
- Convert between the terms 'bit, nibble, byte, kilobyte (KB), megabyte (MB), gigabyte (GB), terabyte (TB)'
- Write programs in a high-level programming language

REVISION RESOURCES:

- Pearson's Computer Science Student Book
- Classwork
- Revision Presentation
- <http://www.bbc.co.uk/education/topics/z9j7hyc>
- Computer Science Revision Booklet
- Class folders with revision notes

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.

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

Physical Education

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 Pupils will be sitting two AQA GCSE Physical Education Paper
- o 1 hour 15 minutes 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 ie 3 marks means write 3 answers
- o Give specific physical activity examples do not just name a sport ie 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 youll be assessed in:

- Pathway of air & gaseous exchange
- The structure of the heart, cardiac cycle and the pathway of blood
- Fitness components
- Types of training
- Fitness testing
- Muscular- Skeletal System
- Joints