



PLATANOS COLLEGE

An outstanding school for
pupils of all abilities

Year 10

Formal Examination Week

Monday 4th January 2021 to Friday 8th January 2021

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.

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, and a working scientific calculator).

English Literature

Macbeth

Question Stems:

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

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

Topics:

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

Skills:

The following skills will be assessed:

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

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

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

What should you do to help you revise?

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

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

You will have a reading exam.

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

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

English Language

Transactional Writing

Topics:

You will be asked to write your own transactional writing piece, including a range of language techniques. This could be a newspaper article, a letter or a speech.

Skills:

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)
- Use your exercise book
- Read and analyse newspaper articles
- Listen to formal speeches

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

You will be assessed on your ability to compare two non-fiction texts, writing summaries, analysing language and comparing writers' viewpoints. You will also be expected to write your own transactional writing piece, adapting the tone and content of your work to fit the form and audience. You will also be assessed on your ability to use a range of punctuation and vocabulary.

Mathematics

Foundation

Paper 1 Non-Calculator

The topic list is:

- Real-life graphs
- Ratio problem
- Solve linear equation
- Place value
- Convert fraction to a percentage
- Money problem
- Find median from stem and leaf diagram
- Money problem
- Transformation
- Simplify expressions
- Expand brackets
- Error interval
- Area of compound shape
- Estimation
- Coordinates of point on grid
- Probability from Frequency table
- Average speed problem
- Percentage of quantity

Higher

The exam will consist of 3 papers:

Paper 1 Non-Calculator

The topic list is:

- Estimation
- Fractions
- Linear graphs
- Area problem
- Average speed problem
- Proportion problem
- Fractional indices
- Percentages
- Cumulative frequency and box plot
- Vector
- Prove statement in algebra
- Convert recurring decimal to fraction
- Expansion of three brackets
- Interpret quadratic sequences
- Transformation
- Find quadratic sequence from diagram
- Similar shapes
- Quadratic simultaneous equations

- Find probability from histogram
- Trigonometric graphs
- Surds

Online Revision resources:

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

Biology:

B7: Non-communicable diseases

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

Physics:

P2: Energy transfer by heating

- Energy transfer by conduction
- Infrared radiation
- More about infrared radiation
- Specific heat capacity
- Heating and insulating buildings

P4: Electric circuits

- Current and charge
- Potential difference and resistance
- Component characteristics
- Series circuits
- Parallel circuits

P5: Electricity in the home

- Alternating current
- Cables and plugs
- Electrical power and potential difference
- Electrical current and energy transfer
- Appliances and efficiency

Chemistry:

C1: Atomic structure

- Atoms
- Chemical equations
- Separating mixtures
- Fractional distillation and paper chromatography
- History of the atom
- Structure of the atom
- Ions, atoms, and isotopes
- Electronic structure

Required practical:

Investigating thermal insulators: Use different materials and different thicknesses of the same material to insulate identical beakers of hot water, and measure the change in temperature of the water at regular intervals.

Investigating resistance: Set up circuits to investigate the resistance of a wire, and resistors in series and parallel.

Investigating electrical components: Correctly assemble a circuit and investigate the potential difference-current characteristics of circuit components.

Skills that will be assessed:

Pupils will be assessed in the following areas:

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

Resources to use for revision:

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

Outline of exam paper:

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

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

History

Topics that will be assessed: The Elizabethan Age 1558-1603 – Full exam paper

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

1. Elizabeth and her government:

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

2. Elizabethan society:

- The Elizabethan social structure; including the lives of the rich, gentry and poor.
- The growing problem of unemployment and vagrancy, and government reactions to it.

3. Elizabethan Entertainment:

- Common forms of entertainment in England.
- The growth, development, and key features of Elizabethan Theatre.

4. The Middle Way (Church Settlement Act of 1559):

- The problems of religion that Elizabeth inherited.
- The differences between Catholics, Protestants and Puritans.
- The features of Elizabeth's Church Settlement Act of 1559.
- Reactions to the Church Settlement Act within England, and within Europe.

5. The Catholic and Puritan Threats:

- The problem of Mary, Queen of Scots and various plots against Elizabeth.
- The causes, course, and consequences of the Spanish Armada .
- Types of Puritans, their beliefs and why they posed a threat to Elizabeth.
- The way in which Elizabeth dealt with Puritans in Parliament, government, and the country at large.

Skills that will be assessed:

Pupils will be assessed in the following areas:

- Recall of key information and forming judgements.
- 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:

- <https://www.bbc.co.uk/bitesize/topics/z3w89qt> Eduqas BBC Bitesize pages for Elizabeth
- <https://spartacus-educational.com/TUDeElizabeth1.htm> (Use the links on the right to go into more detail).

Outline of exam paper:

There are five types of question in the exam. Students should know the technique for each type of question. Questions may require you to analyse a source, use own knowledge, or use the source and your own knowledge together. We have practiced each of these questions in class. A copy of the technique is in the back of your exercise books.

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 holidays and 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**.
- Describe accommodation using the **imperfect tense**.
- Book accommodation and deal with problems using *usted*.
- Understand people talking about **school subjects** and **teachers**.
- Describe **school facilities**, **uniform** and **school day** using **comparatives**, **superlatives** and **opinions**.
- Talk about **school rules** and **problems** using **phrases followed by the infinitive**.
- Talk about **plans for a school exchange** using the **near future**.
- 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 6 hours in lesson (over two weeks) to work on your recordings to support ideas. Your recordings must clearly link to your ideas, your project and the Artists you have been studying. You must use appropriate media and manipulate the application of it to suit the needs of your desired effect.

Skills that will be assessed

- Clear links to recording intentions and theme
- 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

- ✓ Practice applying your chosen media in the style of your artist
- ✓ Practice drawing from your photographs and colour images on SMHW

<https://www.bbc.co.uk/bitesize/guides/zc7sfrd/revision/3>

<https://www.bbc.co.uk/bitesize/guides/z3dthv4/revision/1>

	Grade 3/4	Grade 4/5	Grade 5/6	Grade 6/7	Grade 7/8/9
	BASIC ABILITY	EMERGING COMPETENT ABILITY	COMPETENT AND CONSISTENT ABILITY	COMPETENT AND CONSISTENT ABILITY	EXCEPTIONAL ABILITY
AO3 Record ideas, observations and insights relevant to intentions as work progresses	Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Basic ability to record relevant to intentions	Emerging competence in ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Emerging competence in ability to record relevant to intentions	Competent and consistent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Competent and consistent ability to record relevant to intentions	Confident and assured ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Confident and assured ability to record relevant to intentions	Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Exceptional ability to record relevant to intentions

Animation

Outline of the exam

You will have 3 hours in lesson to review your chosen theme and complete an animation scene using the techniques you have learnt. This must clearly link to your design intentions, your project and the Animators you have been studying.

Skills that will be assessed

- How to animate using adobe flash/animate Motion tween
- How to animate using adobe flash/animate Shape tween
- How to animate using adobe flash/animate Classic tween
- How to animate manually traditional frame by frame on ones and twos using adobe flash/animate.

Revision and preparation

Use the above technical skills as key phrases and key words to search and find information on google and tutorials on YouTube.

ALAN BECKER - Backgrounds in Flash

Flash Animation Tutorial - Animate Factory and Car Smoke in Flash

Flash Animation Tutorial - Animate Sea in Flash

- ✓ Flash Animation Tutorial - Animate Smoke in Flash
- ✓ How to make 3D LETTERS IN Adobe Flash tutorial

	Grade 3/4	Grade 4/5	Grade 5/6	Grade 6/7	Grade 7/8/9
	BASIC ABILITY	EMERGING COMPETENT ABILITY	COMPETENT AND CONSISTENT ABILITY	COMPETENT AND CONSISTENT ABILITY	EXCEPTIONAL ABILITY
AO3 Record ideas, observations and insights relevant to intentions as work progresses	Basic ability to record ideas, technical observations and insights related to personal work and the work of others through visual and other methods Basic ability to record relevant to intentions	Emerging competence in ability to record ideas, technical observations and insights related to personal work and the work of others through visual and other methods Emerging competence in ability to record relevant to intentions	Competent and consistent ability to record ideas, technical observations and insights related to personal work and the work of others through visual and other methods Competent and consistent ability to record relevant to intentions	Confident and assured ability to record ideas, technical observations and insights related to personal work and the work of others through visual and other methods Confident and assured ability to record relevant to intentions	Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods Exceptional ability to record relevant to intentions

Graphics

Artist Response

Outline of the exam

You will have 3 hours in lesson to create a response to one of your selected artists or graphic designers. You will either draw 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>

	Grade 3/4	Grade 4/5	Grade 5/6	Grade 6/7	Grade 7/8/9
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Photography

Recording to support ideas

Outline of the exam:

You will have 6 hours in lesson (over two weeks) to work on your recordings to support ideas. Your recordings must clearly link to the Photographer Andreas Feininger. You must use appropriate editing skills using Photoshop and manipulate the application of it to suit the needs of your desired effect.

Skills that will be assessed:

- Clear links to recording intentions and theme
- Accurate Photoshop editing skills linking to the style of Andreas Feininger
- Presentation skills of both final edits and sets of prints
- Written analysis skills – use of key terminology and in context

Revision and preparation

- ✓ Research into the Photographer Andreas Feininger and his style
- ✓ https://www.youtube.com/watch?v=LXGua_YjiUg
- ✓ Revise using *Snapseed* or *Adobe Photoshop*

	Grade 3/4	Grade 4/5	Grade 5/6	Grade 6/7	Grade 7/8/9
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Religious Education

Topics that will be assessed: Christianity and Thematic Studies

Pupils will be assessed on aspects of 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

Thematic Studies (Paper 2)

Theme D – Religion, Peace and Conflict

- Forgiveness and Reconciliation,
- Protests, including the use of violence
- Terrorism,
- War, including Holy War and Just War Theory
- Nuclear 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.
- Please ensure you understand the structure for the five types of question below.

Resources to use for revision:

- <https://senecalearning.com/en-GB/> (Class Code = **Gaoj3ops4d**) Pupils have been given logins for this site.
- <https://www.bbc.com/bitesize/examspecs/zjgx47h>

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

Drama

Your formal exams will be a Component 3 Part A exam.

This is the 'Blue Stockings' section of the written examination. You will have 70 minutes to answer questions on an extract of the play. The extract will be given to you so you will not need to memorise quotations but you need a firm understanding of the whole play and the context in order to answer all the questions.

As a reminder, the typical framework and marks available for the questions are below with some writing frames.

(3ai)

There are specific choices in this extract for performers.

You are going to play _____. Explain **two** ways you would use **non-verbal communication** to play this character in this extract. (4)

Suggested writing frame: 'When _____ says, ' _____ ' I would _____ to show _____ x 2.

For **non-verbal communication**, you would give ideas about gestures, movements and facial expressions.

(3aii)

You are going to play _____. S/e is feeling _____. As a performer, give **three** suggestions of how you would use **performance skills** to show this.

You must give a reason for each suggestion. (6)

Suggested writing frame: 'I would _____ to show _____ when _____ x 3.

For **performance skills**, you would give ideas about specific ways of using vocal skills and / or movements to convey a specific feeling at a particular moment in the scene.

(3bi)

There are specific choices in this extract for a director. As a **director**, discuss how you would use **one** of the **production elements below** to bring this extract to life for your audience.

You should refer to the context in which the text was created and first performed.

Choose **one** of the following:

Props / stage furniture

Lighting

Sound

(9)

You should create 3 in-depth PEE paragraphs where you make explicit references to CONTEXT in your explanations.

(3bii)

_____ is feeling _____ about _____.

As a **director**, discuss how the performer playing this role might demonstrate these feelings to the audience in this extract and in the play.

You must consider:

Voice

Physicality

Stage directions and Stage Space

(12)

You need to write 2 x PEEs in a paragraph about Voice, 2 x PEEs in a paragraph about Physicality and 2 x PEEs in a paragraph about Stage Directions and Stage Space

(3c)

There are specific choices in this extract for designers.

Discuss how you would use **one** of the **design elements below** to enhance the production of this extract for the audience.

Choose **one** of the following:

Set

Staging

Costume

(14)

This needs to be your most in-depth answer. As a guide, you should complete at least 2 sides of medium sized writing, typically 4 paragraphs or more in PEE format. You must explicitly link your ideas to context and use a range of subject terminology for whichever one of the three options you choose.

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 youll be assessed in:

- **Arousal & Aggression** in Sport.
- **Personality** (Introvert/extrovert including motivation).
- **Socio-cultural influences** in sport (including factors affecting participation).
- **Commercialisation** of physical activity & sport.

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
<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

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

Computer Science

ASSESSMENT TOPICS:

- Decomposition, algorithms
- Data types, variables
- Input and integer functions, debugging tools
- Flowcharts
- String manipulation, string methods
- if, if else, relational operators
- if elif else, readability
- Boolean operators
- Repetition (while)

SKILLS ASSESSED:

- Follow and write algorithms (flowcharts, pseudocode, program code)
- Identify and correct errors

REVISION RESOURCES:

- Resources on Google Classroom
- <https://www.bbc.co.uk/bitesize/examspecs/zdqy7nb>

iMedia

What will you be tested on?

R087

LO3: Be able to create interactive multimedia products

- Source meaningful assets that meet the requirements for the client brief (Internet)
- Repurpose assets to meet the client brief (Adobe Photoshop)

LO4: Be able to review interactive multimedia products

- Identify improvements to assets (MS Word)
- Identify further developments (MS Word)

What should you do to help you revise?

- Read all GC documents
- Revise your class documents & notes
- Revise your production work to date mainly for LO3 & LO4
- Practise in PowerPoint & Adobe photoshop learned techniques to Prepare assets
 - Alternative applications from home if you don't have the above are:
 - Powerpoint > Google Slides
 - MS Word > Google Docs
 - Adobe photoshop > Pixlr - must opt for the free tool (<https://pixlr.com/e/>)

What are the finer points

The following skills will be assessed for R087:

LO3: Be able to create interactive multimedia products	
<ul style="list-style-type: none">• Sources, creates and re-purposes the assets to be used in the interactive multimedia product consistently using methods that are appropriate.	1-9 marks
<ul style="list-style-type: none">• Prepares the structure for the interactive multimedia product in a way which is wholly consistent and fully reflects the designs.	1-12 marks
LO4: Be able to review interactive multimedia products	
<ul style="list-style-type: none">• Produces a review of the interactive multimedia product which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief.• Review identifies areas for improvement and further development of the interactive multimedia product, which are wholly appropriate and justified.	1-12 marks