



PLATANOS COLLEGE

An outstanding school for
pupils of all abilities

Year 11

Formal Examination Week

Monday 4th January 2021 to Friday 8th January 2021

Guide to Examinations

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 lack of effort in the past, but it can help you make the best use of the time you have left before your examinations. The most important thing is to **listen** and **participate** in lessons. 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, mobile phone, tablet 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 or tablet.
- 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/ carer telephones school immediately to explain.
- Make sure you are comfortable before you an examination– (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 Language

Language Paper 1

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

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.

English Language

Language Paper 2

Question Stems:

Question One: Choose four statements below which are TRUE. (4 marks)

Question Two: Use details from both sources to write a summary of...? (8 marks)

Question Three: How does the writer use language to...? (12 marks)

Question Four: Compare how the writers convey different ideas and perspectives of... (16 marks)

Question Five: Transactional Writing

Topics:

You will be assessed on two unseen non-fiction extracts. Analyse and compare the language used by the writers as well as writing a summary of the texts. You will also be asked to write your own transactional writing piece, including a range of language techniques.

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 Compare writers' ideas and perspectives, how these are conveyed, across two or more texts?

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

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

The exam will consist of 3 papers:

Paper 1 Non-Calculator, Paper 2 Calculator, Paper 3 Calculator

The students will complete a full GCSE maths exam which may include topics that have not been fully covered yet. This will allow staff to give an accurate current attainment grade.

Number:

- Identify the value of digits in a whole number or decimal.
- Round to the nearest integer, and to a given power.
- Apply the four operations.
- Recall all multiplication facts to 10×10 , and use them to derive quickly the corresponding division facts.
- Know strategies for multiplying and dividing whole numbers by 2, 4, 5 and 10.
- Recognise odd and even numbers.
- Use brackets and the hierarchy of operations (not including powers).
- Understand and use positive and negative numbers.
- Interpret scales on thermometers using $^{\circ}\text{F}$ and $^{\circ}\text{C}$ (positive and negative).

Calculations:

- Order positive and negative integers and decimals.
- Use priority of operations with positive and negative numbers.
- Use the symbols =, <, >
- Simplify calculations by cancelling.
- Find a fraction of a number.
- Use inverse operations.
- Recall square numbers.
- Understand the commutative property of multiplication.

Decimal numbers:

- Identify place value.
- Round to a given number of decimal place.
- Convert between metric measures.
- Multiply and divide decimal numbers.

Place value:

- Round to the nearest 100, 10 and whole number.
- Write decimal numbers of millions.
- Multiply and divide by powers of 10.
- Round to a given number of significant figures.
- Estimate answers to calculations.
- Use one calculation to find the answer to another.

Factors and multiples:

- Understand the meaning of the words prime, factor, multiple and product.
- Recognise 2-digit prime numbers.
- List the multiples of a given number.
- Find factors and multiples of numbers.
- Find the common factors and common multiples of two numbers.
- Find the HCF and LCM of two numbers by listing.

Squares, cubes and roots:

- Understand the meaning of the words prime, factor, multiple and product.
- Find square roots and cube roots.
- Round numbers to a specified degree of accuracy.
- Recognise powers of 2, 3, 4 and 5.
- Understand surd notation on a calculator.

Index notation:

- Use simple powers of 10.
- Find square roots and cube roots.
- Convert between metric units.
- Recognise powers of 2, 3, 4 and 5.
- Evaluate numeric expressions with powers.

- Understand surd notation on a calculator.

Prime factors:

- List the factors of numbers; identify which factors are prime.
- Write a number as the product of its prime factors.
- Evaluate numeric expressions with powers.
- Use prime factor decomposition and Venn diagrams to find the HCF and LCM.

Fractions and percentages:

- Use the four operations of number.
- Find common factors.
- Have a basic understanding of fractions as being 'parts of a whole' and be able to write one value as a fraction of another.
- Define percentage as 'number of parts per hundred'.
- Know number complements to 10 and multiplication tables.
- Convert between common fractions, decimals and percentages.

Working with fractions:

- Identify equivalence in fractions.
- Compare fractions.
- Identify the denominator of a fraction.
- Add and subtract fractions.
- Identify the numerator of a fraction.
- Use fractions to solve problems.
- Find the LCM.
- Write fractions in their simplest form.

Operations with fractions:

- Convert between units of length.
- Find a fraction of a quantity or measurement.
- Add and subtract fractions.
- Use fractions to solve problems.
- Convert between mixed numbers and improper fractions.

Multiplying fractions:

- Find a fraction of a quantity.

- Multiply whole numbers, fractions and mixed numbers.
- Know that 1000 g = 1 kg.
- Simplify calculations by cancelling.
- Know the commutative rule $a \times b = b \times a$.
- Write 1 million pounds as a figure.

Dividing fractions:

- Divide larger numbers by smaller numbers.
- Divide a whole number by a fraction.
- Convert between mixed numbers and improper fractions.
- Divide a fraction by a whole number or a fraction.
- Multiply a whole number or a fraction by a fraction.

Fractions and decimals:

- Identify the (place) value of a digit in a decimal number.
- Convert fractions to decimals and vice versa.
- Convert between common fractions and decimals.
- Use decimals to find quantities.
- Write one value as a fraction of another.
- Write one number as a fraction of another.

Fractions and percentages:

- Write common fractions and decimals as percentages.
- Convert percentages to fractions and vice versa.
- Write one number as a percentage of another.

Calculating percentages 1:

- Find percentages of quantities.
- Convert percentages to decimals and vice versa.
- Convert a fraction to a decimal.
- Find a percentage of a quantity.
- Convert a percentage to a fraction.
- Use percentages to solve problems.
- Calculate simple interest.

Calculating percentages 2:

- Calculate with percentages.
- Calculate percentage increases and decreases.
- Convert a percentage to a decimal.

- Use percentages in real-life situations.
- Find a percentage of a quantity.
- Calculate VAT (value added tax).

Higher

The exam will consist of 3 papers:

Paper 1 Non-Calculator, Paper 2 Calculator, Paper 3 Calculator

The students will complete a full GCSE maths exam which may include topics that have not been fully covered yet. This will allow staff to give an accurate current attainment grade.

Number

- Have a firm grasp of place value and be able to order integers and decimals and use the four operations.
- Know integer complements to 10 and to 100, multiplication facts to 10×10 , strategies for multiplying and dividing by 10, 100 and 1000.
- Have encountered squares, square roots, cubes and cube roots and have knowledge of classifying integers.

- Find the HCF and LCM of two numbers.

Calculating with powers (indices):

- Work out simple powers.
- Apply the four operations.
- Use powers and roots in calculations.
- Multiply and divide using index laws.
- Work out a power raised to a power.

Number problems and reasoning:

- Multiply numbers in a similar format to questions later in the section.
- List possible outcomes from two events.
- Work out the total number of ways of performing a series of tasks.

Zero, negative and fractional indices:

- Convert between fractions and decimals.
- Use the laws of indices for positive indices.
- Use negative indices.
- Use fractional indices.

Place value and estimating:

- Estimate the value of a square root.
- Round numbers to a specified degree of accuracy.
- Apply the four operations.
- Estimate an answer.
- Use place value to answer questions.

Powers of 10 and standard form:

- Multiply by powers of 10 when the number is written as an ordinary number and not an index.
- Review different ways to divide by 12.
- Use negative indices.
- Write a number in standard form.
- Calculate with numbers in standard form.

HCF and LCM:

- Multiply prime factors together
- List the factors of a number
- Write a number as the product of its prime factors.

Surds:

- Review the meaning of the dot in the recurring notation.

- Identify the missing multiple which practices the skills of searching for a perfect square factor.
- Understand the difference between rational and irrational numbers.
- Simplify a surd.
- Rationalise a denominator.

- Find lowest common multiples.
- Solve equations involving brackets and numerical fractions.
- Use equations to solve problems.

Accuracy:

- Find upper and lower bounds of a given measurement.
- Understand and use upper and lower bounds in calculations involving trigonometry.

Formulae:

- Substitute values into a one-step formula.
- Write numbers in standard form.
- Substitute numbers into formulae.
- Rearrange formulae.
- Distinguish between expressions, equations, formulae and identities.

Algebra:

- Use negative numbers with the four operations and recall and use hierarchy of operations and understand inverse operations.
- Use a calculator for decimals and negative numbers.
- Use index laws numerically.
- Use and interpret algebraic notation.
- Set up and solve simple equations.
- Recall the definitions of geometric and arithmetic sequences.

Linear sequences:

- Find the next term of a given arithmetic sequence.
- Substitute values in a simple linear expression.
- Write terms in a sequence given the n th term.
- Use a function machine to find outputs.
- Find a general formula for the n th term of an arithmetic sequence.
- Determine whether a particular number is a term of a given arithmetic sequence.

Algebraic indices:

- Recognise that squaring and taking the square roots, and cubing and taking the cube root, are inverse operations.
- Calculate with powers.
- Use the rules of indices to simplify algebraic expressions.

Non-linear sequences:

- Find the next term of given sequences.
- Identify arithmetic and geometric sequences.
- Find the term-to-term rule for a sequence.
- Solve problems using geometric sequences.
- Work out terms in Fibonacci-like sequences.
- Find the n th term of a quadratic sequence.

Expanding and factorising:

- Simplify algebraic terms, including using index notation.
- Multiply a single term over a bracket.
- Find highest common factors.
- Expand brackets.
- Factorise algebraic expressions.

More expanding and factorising:

- Recalling a square root.
- Finding the factor pairs of small integers.
- Expand the product of two brackets.
- Use the difference of two squares.
- Factorise quadratics of the form $x^2 + bx + c$.

Equations:

- Solve a simple equation expressed in words.
- Solve simple algebraic equations.

Graphs:

- Identify coordinates of given points in the first quadrant or all four quadrants.
- Write the equation for a straight-line graph.
- Use and draw conversion graphs.
- Use function machines and inverse operations.
- Use compound units, such as speed.

Linear graphs:

- Identify positive and negative gradients and intercepts from graphs.
- Find the gradient and y-intercept from a linear equation.
- Rearrange equations.
- Rearrange an equation into the form $y = mx + c$.
- Compare two graphs from their equations.
- Plot graphs with equations $ax + by = c$.

More linear graphs:

- Identify lines with the same gradient or y-intercept from their equations.
- Sketch graphs using the gradient and intercepts.
- Write the equation of a line from a graph.
- Find the equation of a line, given its gradient and one point on the line.
- Find the gradient of a line through two points.

Graphing and rates of change:

- Find speed from given distance and time.
- Draw and interpret distance–time graphs.
- Find the area of triangles and rectangles.
- Calculate average speed from a distance–time graph.
- Understand velocity–time graphs.
- Find acceleration and distance from velocity–time graphs.

Real-life graphs:

- Write the equation of a line from a sketch graph.
- Draw and interpret real-life linear graphs.
- Plot a graph using values given in a table.
- Recognise direct proportion.

- Draw and use a line of best fit.

Line segments:

- Identify parallel and perpendicular lines
- Find the coordinates of the midpoint of a line segment.
- Know properties of gradients of parallel lines.
- Find the gradient and length of a line segment.
- Identify the gradient and intercept from an equation in the form $y = mx + c$.
- Find the equations of lines parallel or perpendicular to a given line.

Quadratic graphs:

- Identify quadratic expressions.
- Draw quadratic graphs.
- Write the equation of a line from a graph.
- Solve quadratic equations using graphs.
- Identify the line of symmetry of a quadratic graph.
- Interpret quadratic graphs relating to real-life situations.

Cubic and reciprocal graphs:

- Know the shape of linear and quadratic graphs.
- Draw graphs of cubic functions.
- Solve cubic equations using graphs.
- Draw graphs of reciprocal functions.
- Recognise a graph from its shape.

More graphs:

- Match the shape of a container to the graph of depth of water against time.
- Interpret linear and non-linear real-life graphs.
- Read values from graphs.
- Draw the graph of a circle

Equations and inequalities:

- Understand the \geq and \leq symbols.
- Substitute into, solve and rearrange linear equations.
- Factorise simple quadratic expressions.
- Recognise the equation of a circle.

- Interpret real-life situations involving two unknowns and solve them.

Solving quadratic equations 1:

- Know that a square has two possible roots
- Find the roots of quadratic functions.
- Find the factors of a given number.
- Rearrange and solve simple quadratic equations.
- Factorise expressions.
- Solve simple equations containing a squared term.

Solving quadratic equations 2:

- Understand the term quadratic
- Solve more complex quadratic equations.
- Find positive and negative square roots.
- Use the quadratic formula to solve a quadratic equation.
- Solve quadratic equations by factorising.
- Expand two pairs of brackets.
- Simplify surds.

Completing the square:

- Expand and simplify a square bracket.
- Complete the square for a quadratic expression.
- Simplify surds.
- Solve quadratic equations by completing the square.
- Solve simple equations, giving the answer in surd form.

Solving simple simultaneous equations:

- Substitute into simple algebraic expressions.
- Solve simple simultaneous equations.
- Rearrange equations.
- Solve simultaneous equations for real-life situations.

More simultaneous equations:

- Recall the equation of a straight line.
- Use simultaneous equations to find the equation of a straight line.
- Solve simple simultaneous equations.
- Solve linear simultaneous equations where both equations are multiplied.

Solving linear and quadratic simultaneous equations:

- Identify different types of equations.
- Solve simultaneous equations with one quadratic equation.
- Solve quadratic equations.
- Use real-life situations to construct quadratic and linear equations and solve them.

Solving linear inequalities:

- Understand inequality signs
- Solve inequalities and show the solution on a number line and using set notation.
- Construct correct inequalities from given information

Graph of the sine function:

- Know the exact values of $\sin \theta$ for $\theta = 30^\circ, 45^\circ, 60^\circ$ and 90°
- Understand how to find the sine of any angle.
- Use Pythagoras' theorem.
- Know the graph of the sine function and use it to solve equations.
- Find angles using the sin function.

Graph of the cosine function:

- Know the exact values of $\cos \theta$ for $\theta = 30^\circ, 45^\circ, 60^\circ$ and 90°
- Understand how to find the cosine of any angle.
- Use Pythagoras' theorem.
- Know the graph of the cosine function and use it to solve equations.
- Find angles using the cos function.

The tangent function:

- Know the exact values of $\tan \theta$ for $\theta = 30^\circ, 45^\circ, 60^\circ$
- Understand how to find the tangent of any angle.
- Use Pythagoras' theorem.

- Know the graph of the tangent function and use it to solve equations.
- Find angles using the tan function.

- Convert between metric speed measures.
- Use speed = distance/time to solve problems.
- Use a formula to calculate speed and acceleration.

Transforming trigonometric graphs 1:

- Reflect and rotate a coordinate point.
- Recognise how changes in a function affect trigonometric graphs.
- Know the exact values of $\sin \theta$ and $\cos \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90° ; know the exact value of $\tan \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ$ and 60°
- Sketch $y = \sin x$, $y = \cos x$ and $y = \tan x$ for x from 0° to 360°

More compound measures:

- Convert between metric units.
- Solve problems involving compound measures.
- Recall the formulae for the area of a circle and volume of a prism.

Transforming trigonometric graphs 2:

- Translate coordinate points by column vectors.
- Recognise how changes in a function affect trigonometric graphs.
- Understand negative translations.

Ratio and proportion:

- Rearrange formulae.
- Use relationships involving ratio.
- Recognise graphs of $y = x$ and $y = 1/x$.
- Use direct and indirect proportion.
- Find the gradient of a line given its equation.
- Decide whether quantities are in direct proportion.

Ratio, proportion and rate of change

Multiplicative reasoning:

- Find a percentage of an amount and relate percentages to decimals.
- Rearrange equations and use these to solve problems.
- Know speed = distance/time, density = mass/volume.
- Convert between metric units.
- Solve simple direct and indirect proportion problems, including currency conversion.

Fractions, ratio and percentages:

- Know the four operations of number.
- Find common factors.
- Have a basic understanding of fractions as being 'parts of a whole'.
- Define percentage as 'number of parts per hundred'.
- Be aware that percentages are used in everyday life.
- Use ratio notation, and to write a ratio in its simplest form.

Growth and decay:

- Understand the use of indices.
- Find an amount after repeated percentage changes.
- Work out the decimal multiplier for a percentage increase/decrease.
- Solve growth and decay problems.

Fractions:

- Identify unit fractions, improper fractions and mixed numbers.
- Add, subtract, multiply and divide fractions and mixed numbers.
- Multiply a whole number by a fraction.
- Find the reciprocal of an integer, decimal or fraction.
- Know the priority of operations.

Compound measures:

- Calculate simple rates.
- Calculate rates.
- Substitute numbers into equations, and solve for the unknown.

Ratios:

- Multiply a fraction by its reciprocal for a product of 1.
- Write ratios in the form 1: n or n : 1.
- Simplify ratios.
- Compare ratios.
- Write ratios in the form n: 1.
- Find quantities using ratios.
- Solve problems involving ratios.

Ratio and proportion:

- Write one number as a proportion of the total.
- Convert between currencies and measures.
- Identify equivalent ratios.
- Recognise and use direct proportion.
- Solve problems involving ratios and proportion.

Percentages:

- Find a percentage of a given amount.
- Work out percentage increases and decreases.
- Work out percentage multipliers.
- Solve real-life problems involving percentages.

Fractions, decimals and percentages:

- Convert between fractions, decimals and percentages.
- Work out percentage increases and decreases.
- Solve simple equations.
- Solve real-life problems involving percentages.

Geometry and measures

Angles and trigonometry:

- Rearrange simple formulae and equations, as preparation for rearranging trig formulae.
- Recall basic angle facts.
- Understand that fractions are more accurate in calculations than rounded percentage or decimal equivalents.

- Recall the properties of special types of triangles and quadrilaterals.

Angle properties of triangles and quadrilaterals:

- Recognise special types of triangle and quadrilateral.
- Derive and use the sum of angles in a triangle and in a quadrilateral.
- Recall basic angle facts.
- Derive and use the fact that the exterior angle of a triangle is equal to the sum of the two opposite interior angles.

Interior angles of a polygon:

- Name polygons and understand the meaning of 'regular polygon'.
- Calculate the sum of the interior angles of a polygon.
- Substitute numbers into an expression.
- Use the interior angles of polygons to solve problems.
- Find missing angles in triangles, quadrilaterals and at a point.

Exterior angles of a polygon:

- Find missing angles on a straight line.
- Know the sum of the exterior angles of a polygon.
- Calculate the sum of interior angles of a polygon.
- Use the angles of polygons to solve problems.

Pythagoras' theorem 1:

- Recall square numbers and square roots.
- Calculate the length of the hypotenuse in a right-angled triangle.
- Find the area of a square.
- Solve problems using Pythagoras' theorem.

Pythagoras' theorem 2:

- Find square roots.
- Calculate the length of a shorter side in a right-angled triangle.
- Recognise perfect squares.
- Use Pythagoras' theorem to find the length of the hypotenuse

- Calculate the length of a shorter side in a right-angled triangle.
- Solve problems using Pythagoras' theorem.

Trigonometry 1:

- Convert fractions to decimals.
- Use trigonometric ratios to find lengths in a right-angled triangle.
- Identify the hypotenuse.
- Use trigonometric ratios to solve problems.
- Use the angle sum of a triangle to work out missing angles.

Trigonometry 2:

- Identify the opposite and adjacent sides of a given angle in right-angled triangles.
- Use trigonometric ratios to calculate an angle in a right-angled triangle.
- Use the trigonometric ratios to find lengths in right-angled triangles.
- Find angles of elevation and angles of depression.
- Use trigonometric ratios to solve problems.
- Know the exact values of the sine, cosine and tangent of some angles.

Transformations and constructions:

- Recognise 2D shapes.
- Plot coordinates in four quadrants and linear equations parallel to the coordinate axes.
- Convert metric measures.
- Recognise congruent and similar shapes.
- Transform shapes using translation, reflection, rotation and enlargement.

3D solids:

- Draw 3D shapes on an isometric grid.
- Draw plans and elevations of 3D solids.
- Recognise dimensions of a cuboid.

Reflection and rotation:

- Draw simple straight lines on a coordinate grid.
- Reflect a 2D shape in a mirror line.

- Know whether the image is congruent to the original following a reflection or a rotation.
- Rotate a 2D shape about a centre of rotation.
- Describe reflections and rotations.

Enlargement:

- Enlarge shapes on a coordinate grid in one quadrant.
- Enlarge shapes by fractional and negative scale factors about a centre of enlargement.

Transformations and combinations of transformations:

- Describe translations.
- Translate a shape using a vector.
- Carry out and describe combinations of transformations.

Bearings and scale drawings:

- Convert metric measures and apply to scales.
- Draw and use scales on maps and scale drawings.
- Accurate drawing of right-angled triangle.
- Solve problems involving bearings.

Constructions 1:

- Accurate drawings of triangles given SSS and ASA.
- Construct triangles using a ruler and compasses.
- Know the meaning of the terms perpendicular, bisect, arc.
- Construct the perpendicular bisector of a line.
- Construct the shortest distance from a point to a line using a ruler and compasses.

Constructions 2:

- Draw angles with a protractor.
- Bisect an angle using a ruler and compasses.
- Construct triangles and deduce information from them.

- Construct angles using a ruler and compasses.
- Construct shapes made from triangles using a ruler and compasses.

- Calculate the volume and surface area of a cuboid.
- Convert between metric units of volume.
- Calculate the volume of a shape made from cuboids.
- Calculate volumes and surface areas of prisms.

Loci:

- Draw a locus.
- Use loci to solve problems.

Circles:

- Understand 'radius' and 'diameter'.
- Calculate the area and circumference of a circle.
- Solve and rearrange simple equations.
- Calculate area and circumference in terms of π .

Area and Volume:

- Know the names and properties of 3D shapes.
- Know the concept of perimeter and area by measuring lengths of sides.
- Substitute numbers into an equation and give answers to an appropriate degree of accuracy.
- Know the various metric units.
- Identify planes of symmetry of 3D solids.
- Sketch a net of a 3D shape.
- Work out the volume of 3D solid made of cuboids.
- Recall Pythagoras' theorem.

Sectors of circles:

- Work out fractions of a circle given the angle of a sector.
- Calculate the perimeter and area of semicircles and quarter circles.
- Simplify equations.
- Calculate arc lengths, angles and areas of sectors of circles.

Perimeter and area:

- Recognising units of length (perimeter) and area.
- Find the perimeter and area of compound shapes.
- Work out the area and perimeter of rectangles, triangles and parallelograms.
- Recall and use the formula for the area of a trapezium.

Cylinders and spheres:

- Find the area and circumference of a circle in terms of π .
- Calculate volume and surface area of a cylinder and a sphere.
- Sketch a net of a cylinder.
- Solve problems involving volumes and surface areas.
- Solve simple equations.
- Solve problems using Pythagoras' theorem.

Units and accuracy:

- Recall the formulae for the area of quadrilaterals and triangles. Identify the possible integer values of x from an inequality.
- Convert between metric units of area.
- Round numbers to a specified degree of accuracy.
- Calculate the maximum and minimum possible values of a measurement.
- Work out percentages of quantities.

Pyramids and cones:

- Find the volume of a cube
- Calculate volume and surface area of pyramids and cones.
- Find the side length of a cube given its volume.
- Solve problems involving pyramids and cones.
- Calculate the area of a triangle.
- Use Pythagoras' theorem to work out the length of the hypotenuse.

Prisms:

Trigonometry 1:

- Convert fractions to decimals.
- Use trigonometric ratios to find lengths in a right-angled triangle.
- Identify the hypotenuse.
- Use trigonometric ratios to solve problems.
- Use the angle sum of a triangle to work out missing angles.

Trigonometry 2:

- Identify the opposite and adjacent sides of a given angle in right-angled triangles.
- Use trigonometric ratios to calculate an angle in a right-angled triangle.
- Use the trigonometric ratios to find lengths in right-angled triangles.
- Find angles of elevation and angles of depression.
- Use trigonometric ratios to solve problems.
- Know the exact values of the sine, cosine and tangent of some angles.

Similarity and congruence:

- Recognise and enlarge shapes and calculate scale factors.
- Know how to calculate area and volume in various metric measures.
- Measure lines and angles, and use compasses, ruler and protractor to construct standard constructions.
- Recognise congruent shapes.
- Know basic angle facts.

Congruence:

- Know the angle sum of interior angles of a triangle.
- Show that two triangles are congruent.
- Recognise congruent shapes.
- Know the conditions of congruence.
- Recall basic angle facts.
- Find missing lengths using Pythagoras' theorem.

Geometric proof and congruence:

- Know the conditions of congruence and use correct mathematical notation for equal angles and sides.
- Prove shapes are congruent.
- Recall the properties of special triangles and quadrilaterals.
- Solve problems involving congruence.

Similarity:

- Use geometric properties to find similarities and differences between given polygons.
- Use the ratio of corresponding sides to work out scale factors.
- Calculate scale factors.
- Find missing lengths on similar shapes.

More similarity:

- Find area scale factor, given length scale factor.
- Use similar triangles to work out lengths in real life.
- Use the link between linear scale factor and area scale factor to solve problems.

Similarity in 3D solids:

- Work out the volume and surface area of a cube.
- Use the link between scale factors for length, area and volume to solve problems.
- Convert between metric units.
- Work out cubes and cube roots.

Calculating areas and the sine rule:

- Calculate the area of a triangle using $(1/2)b \times h$
- Find the area of a triangle and a segment of a circle.
- Know the formula for calculating the area of a circle.
- Use the sine rule to solve 2D problems.
- Use trigonometry

The cosine rule and 2D trigonometric problems:

- Use bearings
- Use the cosine rule to solve 2D problems.
- Calculate the area of a triangle.
- Solve bearings problems using trigonometry.
- Solve calculations.

Solving problems in 3D:

- Use the sine and cosine rule.
- Use Pythagoras' theorem in 3D.
- Use trigonometry in 3D.

Probability

Probabilities:

- Understand that a probability is a number between 0 and 1, and distinguish between events, which are impossible, unlikely, even chance, likely, and certain to occur.
- Mark events and/or probabilities on a probability scale of 0 to 1.
- Know how to add and multiply fractions and decimals.
- Express one number as a fraction of another.
- List all outcomes for a single event systematically.
- Make predictions from experimental data.
- Complete a two-way table.

Combined events:

- List all outcomes for a single event systematically.
- Use the product rule for finding the number of outcomes for two or more events.
- List all outcomes for two events systematically.
- List all the possible outcomes of two events in a sample space diagram.

Mutually exclusive events:

- Add decimals. Subtract decimals and fractions from 1.
- Identify mutually exclusive outcomes and events.
- Understand the relationship between ratios and fractions.

- Find the probabilities of mutually exclusive outcomes and events.
- Find the probability of an event not happening.

Experimental probability:

- Simplify fractions.
- Work out the expected results for experimental and theoretical probabilities.
- Multiply whole numbers by decimals.
- Compare real results with theoretical expected values to see if a game is fair.

Independent events and tree diagrams:

- Add and multiply fractions and decimals.
- Draw and use frequency trees.
- Calculate probabilities of repeated events.
- Draw and use probability tree diagrams.

Conditional probability:

- Know that the probability of something not happening is 1 minus the probability of the event happening.
- Decide if two events are independent.
- Draw and use probability tree diagrams.
- Draw and use tree diagrams to calculate conditional probability.
- Draw and use tree diagrams without replacement.
- Use two-way tables to calculate conditional probability.

Venn diagrams and set notation:

- Interpret inequalities.
- Use Venn diagrams to calculate conditional probability.
- Use Venn diagrams.
- Use set notation.

Statistics

Interpreting and representing data:

- Read scales on graphs, draw circles, measure angles and plot coordinates in the first quadrant.
- Have experience of tally charts.
- Use inequality notation.
- Find midpoint of two numbers.

- Find the range, mean, median and mode of a data set.

Statistical diagrams 1:

- Work out mode, median and range from a list of numbers.
- Construct and use back-to-back stem and leaf diagrams.
- Construct and use frequency polygons and pie charts.

Time series:

- Identify trends by noticing whether sequences of numbers increase, decrease or oscillate.
- Plot and interpret time series graphs.
- Use trends to predict what might happen in the future.

Scatter graphs:

- Recognise when a line has a positive, negative or zero gradient.
- Plot points on a coordinate grid, and identify points that do not lie on a straight line.
- Plot and interpret scatter graphs.
- Determine whether or not there is a linear relationship between two variables.

Line of best fit:

- Understand and be able to define the meaning of correlation.
- Read values from graphs.
- Draw a line of best fit on a scatter graph.
- Use the line of best fit to predict values.

Averages and range:

- Find the range of a list of numbers.
- Find the midpoint of two numbers.
- Decide which average is best for a set of data.
- Estimate the mean and range from a grouped frequency table.
- Find the modal class and the group containing the median.

Statistical diagrams 2:

- Use subtraction to find missing values.
- Draw a bar chart.
- Draw a pie chart.
- Construct and use two-way tables.
- Choose appropriate diagrams to display data.
- Recognise misleading graphs.

Further statistics:

- Understand the different types of data: discrete/continuous.
- Have experience of inequality notation.
- Multiply a fraction by a number.
- Understand the data handling cycle.

Sampling:

- Use fractions and percentages to work out data from a table.
- Understand how to take a simple random sample.
- Understand how to take a stratified sample.

Cumulative frequency:

- Find the median of a data set.
- Draw and interpret cumulative frequency tables and diagrams.
- Work out the median, quartiles and interquartile range from a cumulative frequency diagram.

Box plots:

- Find the median and range from a stem-and-leaf diagram.
- Find the quartiles and the interquartile range from stem-and-leaf diagrams.
- Draw and interpret box plots.

Drawing histograms:

- Division calculations
- Understand frequency density.
- Draw a frequency diagram.
- Draw histograms.
- Write the modal class
- Estimate the mean mass.

Comparing and describing populations:

Interpreting histograms:

- Write the modal class
 - Interpret histograms.
 - Estimate the mean mass.
- Work out the mean, median and mode of data sets.
 - Compare two sets of data.
 - Work out the mean and range from a table.

Online Revision resources:

1. Mymaths: www.mymaths.com
2. SAM Learning: www.samlearning.com
3. BBC Bitesize KS4: <http://www.bbc.co.uk/education/levels/z4kw2hv>
4. Maths Watch: www.mathswatchvle.com
5. Corbettmaths: www.Corbettmaths.com
6. Mathegenie: 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)

Science – *Triple Award*

Year 11 Triple Science Revision Guidance

Biology Paper 2

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.

B11: Hormonal coordination

- Principles of hormonal control
- The control of blood glucose levels
- Treating diabetes
- The role of negative feedback
- Human reproduction
- Hormones and the menstrual cycle
- The artificial control of fertility
- Infertility treatment
- Plant hormones and responses
- Using plant hormones

B12: Homeostasis in action

- Controlling body temperature
- Removing waste products
- The human kidney
- Dialysis- an artificial kidney
- Kidney transplants

B13: Reproduction

- Types of reproduction
- Cell division and sexual reproduction
- The best of both worlds
- DNA and the human genome
- DNA structure and protein synthesis
- Gene expression and mutation
- Inheritance in action
- More about genetics

- Inherited disorders
- Screening for genetic disorders

B14: Variation and evolution

- Variation
- Evolution by natural selection
- Selective breeding
- Genetic engineering
- ***Cloning***
- ***Adult cell cloning***
- Ethics of genetic technologies

B15: Genetics and evolution

- The history of genetics
- Theories of evolution
- Accepting Darwin's ideas
- Evolution and speciation
- Evidence of evolution
- Fossils and extinction
- More about extinction
- Antibiotic resistant bacteria
- Classification
- New systems of classification

B16: Adaptations, interdependence, and competition

- The importance of communities
- Organisms in their environment
- Distribution and abundance
- Competition in animals
- Competition in plants
- Adapt and survive
- Adaptation in animals
- Adaptation in plants

B17: Organising an ecosystem

- Feeding relationships
- Materials recycling
- The carbon cycle
- Rates of decomposition

B18: Biodiversity and ecosystems

- The human populations explosion
- Land and water pollution
- Air pollution
- Deforestation and peat destruction
- Global warming
- The impact of change
- Maintaining biodiversity
- Tropic levels and biomass
- Biomass transfers
- Factors affecting security
- Making food production efficient
- Sustainable food production

- **Investigate the effect of gravity on the growth of newly germinated seedlings:** Record results of both length measurements and as accurate, labelled biological drawings to show the effects.
- **Measure the population size of a common species in a habitat:** Use sampling techniques to investigate the effect of a factor on the distribution of this species.
- **Investigate the effect of temperature on the rate of decay of fresh milk:** measure the pH change of milk to investigate how temperature affects the rate of decay.

Required practical

- ***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.

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 – *Double Award*

Year 11 Combined Science Trilogy Revision guidance – (Double Award)

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
- Growth and differentiation
- Stem cells
- Stem cell dilemmas

B3: Organisation and the digestive system

- Tissues and organs
- Enzymes and digestion
- Food tests
- Catalysts and enzymes
- Factors affecting enzyme action
- How the digestive system works
- Making digestion efficient

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

- Health and disease

- Pathogens and disease
- Preventing infections
- Viral diseases
- Bacterial diseases
- Diseases caused by fungi and protists
- Human defence responses

B6: Preventing and treating disease

- Vaccination
- Antibodies and painkillers
- Discovering drugs
- Developing drugs

B7: Non-communicable diseases

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

B8: Photosynthesis

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

B9: Respiration

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

Required practical:

Higher/Foundation

1. Using the microscope to view a specimen
2. Investigate the effect of a range of concentrations of sugar or salt solution on the mass of plant tissue. (osmosis)
3. Food tests

4. How light intensity affects rate of Photosynthesis
5. Investigate the effect of pH on the rate of reaction of amylase enzyme

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)

LISTENING - OUTLINE OF THE EXAM.

HIGHER - You will have 40 minutes and 5 minutes reading.

FOUNDATION- You will have 30 minutes and 5 minutes reading.

READING - OUTLINE OF THE EXAM.

HIGHER - You will have 1 hour.

FOUNDATION - You will have 45 minutes.

WRITING - OUTLINE OF THE EXAM.

HIGHER - You will have 40 minutes.

FOUNDATION - You will have 30 minutes.

TOPICS

You must revise key vocabulary on the topics below:

- 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)

Pupils 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
- Political scheming i.e. How Hitler became Chancellor after Von Papen and Von Schleicher

4. Hitler's consolidation of power

- Reichstag Fire and March 1933 elections
- Enabling Act
- Banning of trade unions and political parties
- Night of the Long Knives
- Hitler becoming Fuhrer

5. Life in Nazi Germany

- Workers
- Women
- The youth
- Racial Policy
- Propaganda and Censorship
- Terror state

6. Foreign Policy

- Foreign policy aims
- Foreign policy events e.g. rearmament and conscription, Rhineland, Anschluss, Czechoslovakia and Poland

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 – Good for overview

Art

Realisation of final outcome

Outline of the exam

You will have 6 hours in lesson (over two weeks) to work on your final outcome. Your final outcome must clearly link to your design intentions, 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 design 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 you have chosen
- ✓ Practice drawing from your chosen image
- ✓ <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
	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	<p>Basic ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods</p> <p>Basic ability to record relevant to intentions</p>	<p>Emerging competence in ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods</p> <p>Emerging competence in ability to record relevant to intentions</p>	<p>Competent and consistent ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods</p> <p>Competent and consistent ability to record relevant to intentions</p>	<p>Confident and assured ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods</p> <p>Confident and assured ability to record relevant to intentions</p>	<p>Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods</p> <p>Exceptional ability to record relevant to intentions</p>

Graphics

Rebranding- Logo designs

Outline of the exam

You will have 3 hours in lesson to design a range of logos by hand and digitally develop the strongest logo. This must reflect the work you have completed so far and be in the style of your chosen artist/theme.

Skills that will be assessed

- Appropriate but experimental use of colour
- Visually communicating a message to attract a target audience
- Creative use of relevant typography
- Creating a design that is both reflective of the selected theme and artists style

Revision and preparation

- ✓ Research into your chosen theme and artist style
- ✓ Practice hand lettering

<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
	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	<p>Basic ability to record ideas, technical observations and insights related to personal work and the work of others through visual and other methods</p> <p>Basic ability to record relevant to intentions</p>	<p>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</p> <p>Emerging competence in ability to record relevant to intentions</p>	<p>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</p> <p>Competent and consistent ability to record relevant to intentions</p>	<p>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</p> <p>Confident and assured ability to record relevant to intentions</p>	<p>Exceptional ability to record ideas, observations and insights related to personal work and the work of others through visual and other methods</p> <p>Exceptional ability to record relevant to intentions</p>

Photography

Rebranding- Logo designs

Outline of the exam

You will have 6 hours in lesson (over two weeks) to work on development towards your final outcome. Your final development work must clearly link to your themed intentions, your project and the photographers 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

- Appropriate use of digital or manual experimental work.
- Use of Photoshop edits and linking to chosen theme/photographers
- Considered and appropriate media choice reflecting the photographers' style
- Written analysis - use of key terminology and in context

Revision and preparation

- ✓ Use Pinterest to guide you through potential ideas.
- ✓ 500photographers.blogspot.co.uk
- ✓ <https://www.yellowcorner.com/en/home>

	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

Animation

Final outcome- Reflection

Outline of the exam

You will have 3 hours in lesson review and refine your final animation. Your final outcome must clearly link to your design intentions, your project and the animators you have been studying. You must use appropriate techniques and manipulate the principles to suit the needs of your desired effect.

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. Remember, to get adobe Flash/animate if you haven't as yet from Platanos college technicians.

- ✓ 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

Animation

	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
AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	<p>Basic ability to produce a personal and meaningful response</p> <p>Basic ability to realise intentions</p> <p>Realisations demonstrate basic understanding of visual language through application of formal elements</p>	<p>Produce a personal and meaningful response</p> <p>Emerging competence in ability to realise intentions</p> <p>Realisations demonstrate emerging competence in understanding of visual language through application of animation principles</p>	<p>Competent and consistent ability to produce a personal and meaningful response</p> <p>Competent and consistent ability to realise intentions</p> <p>Realisations demonstrate competent and consistent understanding of visual language through application of animation principles</p>	<p>Confident and assured ability to produce a personal and meaningful response</p> <p>Confident and assured ability to realise intentions</p> <p>Realisations demonstrate confident and assured understanding of visual language through application of animation principles</p>	<p>Exceptional ability to produce a personal and meaningful response</p> <p>Exceptional ability to realise intentions</p> <p>Realisations demonstrate exceptional understanding of visual language through application of animation principles</p>

Religious Studies

Topics that will be assessed: Christianity, Islam 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 = **qmmybwvjy3**) 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

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 **Students 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:

- **Bones**
- **Structure and function of the skeleton**
- **Structure of a Synovial Joint**
- **Muscles and movement**
- **Freely Movable joints and movements**
- **Muscle movement**

Business Studies

THEME 2

- **Unit 2.1- Enterprise and entrepreneurship**
 - Business Growth
 - Changes in Business Aims and Objectives
 - Business and Globalisation
 - Ethics, the Environment and Business

- **Unit 2.2- Making Marketing Decisions**
 - Product
 - Price
 - Promotion
 - Place
 - Using the Marketing Mix to make Business Decisions

- **Unit 2.3 – Making Operational Decisions**
 - Business Operations
 - Working with Suppliers
 - Managing Quality
 - The Sales Process

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](#)

Drama

Your formal exams will be in two sections – A Component 3 Part A exam and a filmed performance piece.

Component 2 Recorded Performance

You will perform to camera your carefully rehearsed Shakespeare monologue. You do not need to use the actual agreed props yet but you must mime their use. (Alternatively, you are more than welcome to bring in your own props but no-one else may use them.)

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.

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.

Computer Science

ASSESSMENT TOPICS:

- Binary
- Data representation
- Data storage and compression
- Encryption
- Machines and computational modelling
- Hardware
- Logic
- Networks
- Emerging trends, issues and impact

SKILLS ASSESSED:

- Binary representation and manipulation
- Binary conversion
- Binary arithmetic
- Hexadecimal conversion
- ASCII encoding
- File size calculations
- Metric prefix conversion
- Caesar cipher encryption and decryption
- Truth table and logic statement construction

REVISION RESOURCES:

- Computer Science Revision Guide and Workbook
- Google Classroom Resources
- <http://www.bbc.co.uk/education/guides/z22wwmn/revision>