ABOVE & BEYOND

Purpose …

- Y11 Intervention will be known as '**Above & Beyond'.**
- The idea is that we will support you in going 'Above and Beyond' and if you do, you will achieve your potential!
- We expect you to attend after school Above & Beyond sessions (Period 7's) - **Compulsory.** This is to support you with your learning and we will ensure this is a positive learning experience. **We are in this together!**
- Morning intervention - Form tutor will let you know where to go for this
- Above and Beyond Success Card in your planners - stamped

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Above & Beyond Success Card Prizes…

Completed Cards	Eligible Reward
1 card	Chocolate bar
3 cards	Academic Stationary
5 cards	Weekly Skip the Queue Pass
6 cards	Free Breakfast
7 cards	Free Lunch
9 cards	Water Bottle
10 cards	x2 Cinema Tickets
12 cards	GOLDEN PROM TICKET

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“Past papers and exam question”

Tuesday 15th October 2024

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Additional Notes

Please can we have this page in your planners out for the duration of this sessions and take notes on useful information

Above & Beyond Timetable (HT1)...

Date	Focus	Staff
Tues 1st Oct	**"Getting Revision Ready"**	*Mr Kenny*
Thurs 3rd Oct	**Learn, Revise, Test Yourself'**	*Mr Fuller*
Tues 8th Oct	**Condensing your notes**	*Mrs Holme*
Wed 9th Oct	**Careers Talk - Engineering**	*MFT*
Thurs 10th Oct	**Memory Techniques**	*Mr Loftus*
Tues 15th Oct	**Past Papers & Exam Q's**	*Mrs Dawson*
Wed 16th Oct	**Careers Talk - NHS Senior Manager**	*NHS*
Thurs 17th Oct	**Flash Cards & Mind Maps**	*Mr Floweth*

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How to use Past Papers effectively.

Notes and flashcards are really useful but they will only get you so far. An important part of being successful is to be well prepared, so that nothing is a surprise!

Past Papers are an ideal way to practice for the real exam.

They can help you with

- Timing
- Structure
- How to apply your knowledge
- To gain an understanding of how to improve/where you are getting it wrong

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How to use Past Papers effectively.

1. Find past papers and know your exam boards

AQA

Pearson | Edexcel

2. Timed Practice

3. Use the Mark Scheme & Exam Report to check your answers

4. Green pen all your answers and re-do the questions again to build confidence.

How to use Past Papers effectively

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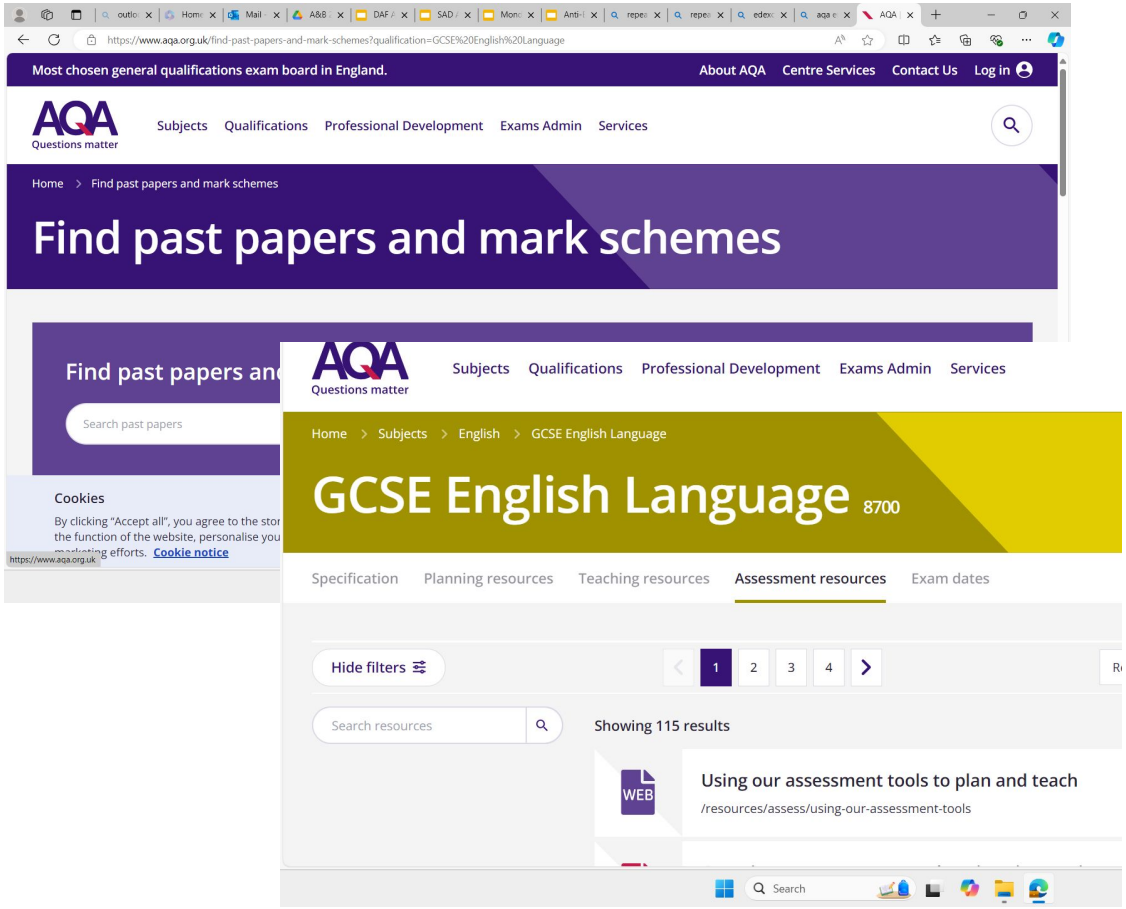

There are lots of past papers available on the exam board website.
Collect a copy of these on your way out.

How to use Past Papers effectively

Step 2. Set up and area in your house with a clock, desk, water, paper and pents

2. Timed Practice

This will give you a really good idea how long you have for each question.

You will get faster, more succinct (less waffley)

TOP TIP - carry on if you run out of time in another colour pen.

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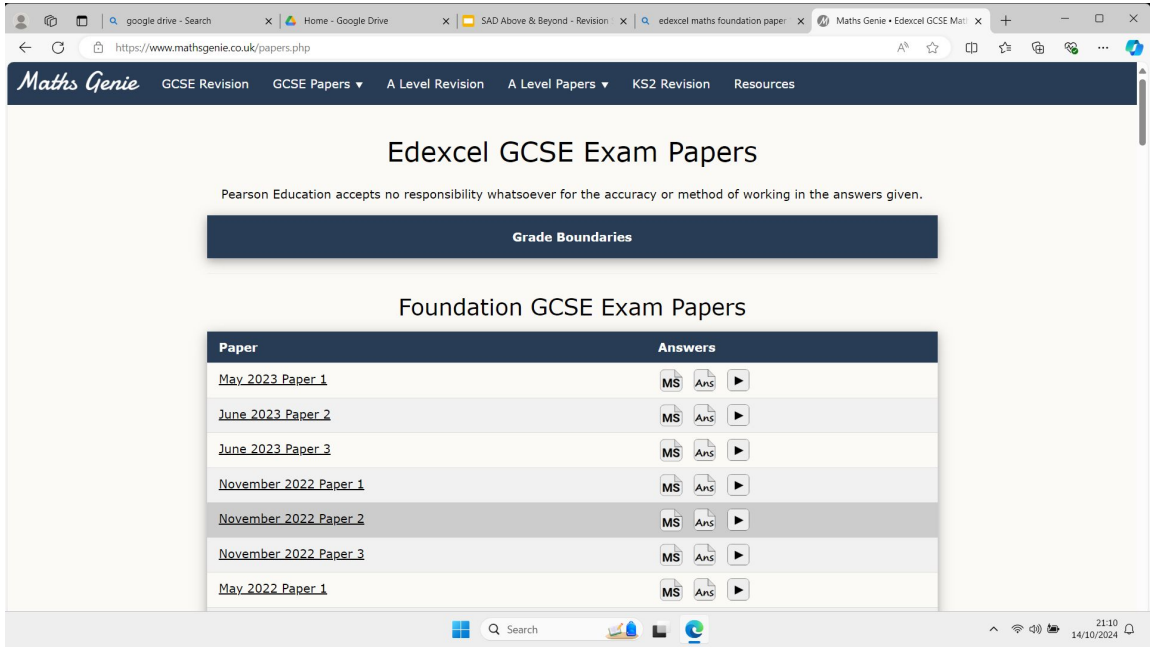
3. Use the Mark Scheme & Exam Report to check your answers

How to use Past Papers effectively



Markschemes will help you to understand what you have done right/wrong and also give you information on how best to gain Marks.

Top Tip - Exemplar answers are only a starting point. Do not rely on memorising these, they are not enough for full marks.

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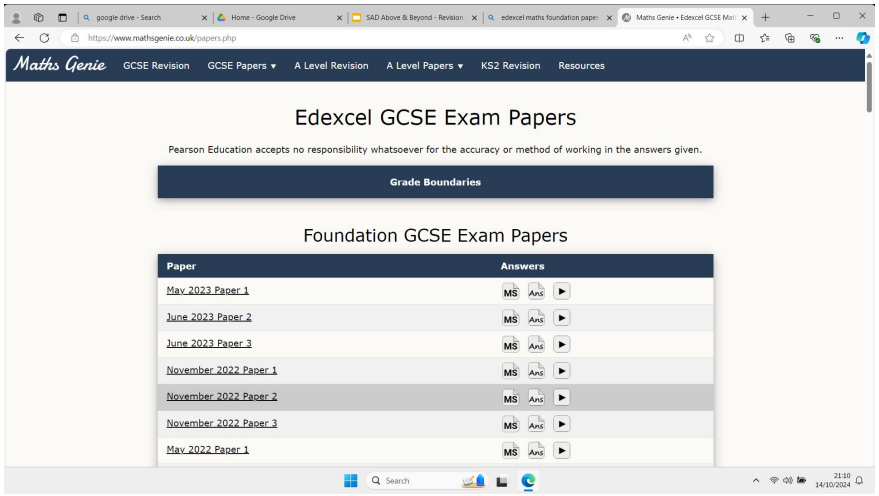
4. Green pen all your answers and re-do the questions again to build confidence.

How to use Past Papers effectively



Use the markscheme and examiners report to mark and re-write your answer.

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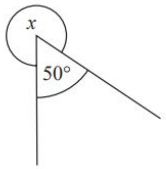
How to use Past Papers effectively

8



(a) Work out the size of the angle marked x.

.....°

(2)

A student says that an angle of 50° is an obtuse angle.

The student is wrong.

(b) Explain why.

.....

.....

(1)

(Total for Question 8 is 3 marks)

Exam Question:

Have a go at answering this [3 mark] maths question.

Now use the markscheme to check and green pen your answer.

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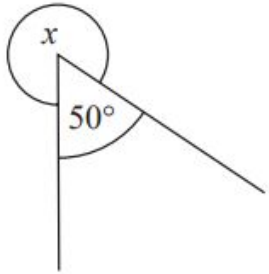
8



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(1)

(Total for Question 8 is 3 marks)

Paper: 1MA1/1F				
Question	**Answer**	**Mark**	**Mark scheme**	**Additional guidance**
8 (a)	310	M1	for 360 – 50	
		A1	cao	
(b)	Explanation	C1	for explanation relating to the type of angle 50° is, or an explanation why it is not an obtuse angle **Acceptable examples** It's (50°) an acute angle an angle below 90 is acute because it (50°) is less than 90 It (50°) is too small to be an obtuse angle an obtuse angle is greater than 90 (but less than 180) an obtuse angle is greater than 50 **Not acceptable examples** because 50° is not an obtuse angle an angle of 50° is a reflex angle an obtuse angle **is** all angles greater than 90 an obtuse angle is an angle greater than 120 an obtuse angle <u>is 90</u> or more	Do not accept contradictions in the answer, eg. "an obtuse angle is greater than 180 so 50 is an acute angle" **or** "an obtuse angle is greater than 90 and less than 270"

How to use Past Papers effectively

Read the pupils answer to this six mark Biology question.
Use the Markscheme to give this a mark out of 6.

*(c) Figure 11 shows a bacterial cell and a plant cell.

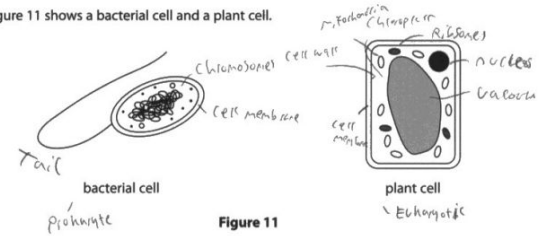

Figure 11

Describe the similarities and differences of a bacterial cell and a plant cell.

(6)

A bacterial cell is prokaryote as it doesnt have a nucleus compared to the plant cell which has a nucleus so is therefore a Eukaryotic. A plant cell has a vacuole and a barteria cell has chromosones. However they both have a cell membrane; But only a plant cell has a cell wall. (sor protection). The plant cell has Ribsomes (produce protein) the barteria cell does not. The

Level	Mark	Additional Guidance	General additional guidance The level is determined by the number points of indicative content and the inclusion of similarities and differences in the response.
	0	No rewardable material	
Level 1	1-2	Makes simple statements identifying either similarities **or** differences between bacterial cells and plant cells.	Possible candidate responses • Bacterial cells and plant cells have a cell wall. • Bacterial cells and plant cells have a cell wall for structural support.
Level 2	3-4	Makes simple statements to describe a similarity **and** a difference between bacterial cells and plant cells including some detail.	Possible candidate responses • Both cells have a cell membrane and a cell wall. Bacteria have flagella, but plant cells do not. • Both cells have a cell membrane and a cell wall for structural support. Bacteria have flagella, but plant cells do not.
Level 3	5-6	Gives an accurate, detailed description of similarities **and** differences between bacterial cells and plant cells.	Possible candidate responses • Both cells have a cell membrane and a cell wall. Bacteria have flagella and plasmids but plant cells do not. • Both cells have a cell membrane and a cell wall for structural support. Bacteria have flagella for movement, and a plasmid, but plant cells do not.

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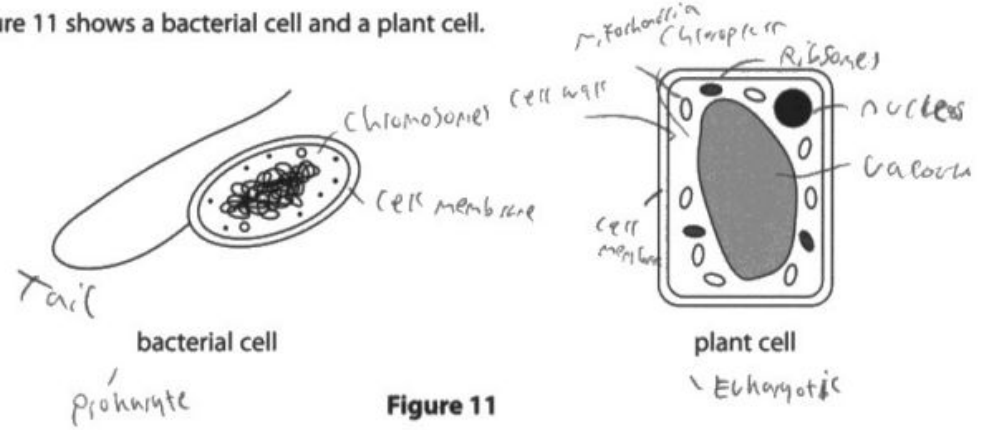
Type it up?

*(c) Figure 11 shows a bacterial cell and a plant cell.



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Examiners Report

There are a lot of points here, most of them are not creditworthy (not worth any marks), however, we have one similarity: 'both have a cell membrane' and several differences, eg plant cell being a eukaryote / has a nucleus unlike the bacterial cell.

This leads us to Level 2. There are many errors though eg the plant cell has ribosomes which the bacterial does not. There is also some detail eg tail linked to movement, however it is not enough to give the top of Level 2 so 3 marks is the most suitable.

It is good to see the diagrams being annotated. This was a common strategy used by many candidates. If points were clear – here we have prokaryote and eukaryote clearly written against the bacterial cell and the plant cell, then marks can be awarded. These annotations were part of the candidates responses so we do mark them, although, candidates are advised to make clear as to which cell they refer.

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