



**PLATANOS COLLEGE**

An outstanding school for  
pupils of all abilities

**Year 8**

**Formal Examination Week**

**Monday 2<sup>nd</sup> July 2018 to Friday 6<sup>th</sup> July 2018**

# **Guide to Examinations**

	<p>Make sure that you use the <b>toilet <u>before you line up</u></b> 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, <u>but the labelling must have been removed before the exam</u>.</p>
	<p><b><u>The school day will run as normal.</u> You will line up as you normally would. Year 8 examinations will take place in class time and you will be informed in good time for when your examination will be for each subject.</b></p>
	<p><b>No equipment will be provided for you.</b> The <b>loaning and borrowing</b> of equipment between candidates during examinations is <b><u>not permitted</u></b>. Therefore make sure well in advance of the examination week that you have all the equipment you will need (<b>black pens, pencils, ruler, rubber, calculator, colouring pencils, and spares of everything</b>).</p>
	<p>The only type of <b>pencil-case</b> you are allowed to have on your exam desk is a <b>transparent</b> one. If you haven't yet got one, purchase one in good time for the exams.</p>
	<p>Bring a packet of <b>tissues</b> with you in case you need them.</p>
	<p><b>Mobile phones must be switched off.</b> Smart watches, tablets or any electronic equipment are <b>strictly forbidden</b>, as is any equipment which is likely to make a sound which may distract others.</p>
	<p>There is <b><u>no talking in the examination room</u></b> 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 <b>your paper will be cancelled</b>. Therefore, it is best to remain silent from the time you enter the examination room to the time you leave. <b>In addition, any attempt to distract other candidates, whether verbal or non-verbal, will be dealt with severely.</b></p>
	<p>Once any instructions have been given and the examination has begun, you may only put up your hand if you are facing an emergency. <b>No questions should be asked about the examination itself</b>, 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.</p>

## **HOW TO PERFORM WELL IN EXAMINATIONS**

This guide is intended to help you with your examination preparation, so that you can make the most of what you have learned. It does NOT offer you a way around the problem of lack of effort in the past, but it CAN help you make the best use of the time you have left! The most important thing is to **LISTEN** and **PARTICIPATE** in class. Pay attention and ask for help if/when you need it. The harder you work in class **NOW**, the easier your revision and preparation will be later.

### **PLAN YOUR REVISION**

- Work out how long you've got to revise before the examinations, and plan how best to use that time.
- Prepare a revision timetable.
- Pace yourself, revisiting each subject area regularly in the weeks before the examinations.
- Don't fool yourself that 'cramming' the night before an examination will 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

# NOTICE

Please make sure that your son/daughter is properly equipped for the forthcoming examinations.



- A transparent pencil case
- Several black pens and pencils
- A rubber, ruler and pencil-sharpener
- Mathematical equipment (protractor, set-square, compasses and a working scientific calculator).

# English

## Topics:

You will be assessed on your analysis of fiction texts. Think about how the writers use vocabulary and language devices to affect the readers, as well as your own opinions about how successful the writers have been.

## 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?

**Assessment Objective 4:** Can I evaluate how successful a writer is using references to the text?

**Assessment Objective 5:** Can I organise my writing into paragraphs and used appropriate language devices?

**Assessment Objective 6:** Can I write using interesting vocabulary and accurate spelling, punctuation and grammar?

## What should you do to help you revise?

- BBC Bitesize (website)
- Use your exercise book
- Read a variety of texts and practise finding language devices and features.
- Practise using accurate spelling, punctuation and grammar.

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

You will have a reading exam and a writing exam.

You will be given an extract to analyse and you will be given questions to answer on the extract.

You will be expected to answer comprehension questions and demonstrate the ability to analyse the language used in the extract.

For the writing exam, you will be assessed on your ability to spell words accurately and use a variety of vocabulary and language devices for effect.

# Mathematics

Reasoning and problem solving questions on the following topics:

- Number – primes and indices, factors and multiples, negative numbers
- Algebra – create and solve equations, substitution
- Algebra – inequality statements
- Algebra – sequences including nth term
- Geometry – construct 2D shapes
- Geometry – area and perimeter
- Proportional reasoning – ratio, proportion, speed-distance-time
- Number – rounding and estimation
- 3D Geometry – circumference and area of a circle, nets, volume
- Statistics – Collect and organise data, averages

## Online Revision resources:

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

**Equipment needed:** Pen, pencil, scientific calculator, maths set (ruler, protractor, compasses)

**End of Half-term test:** The test is based on the two units pupils are completing this term and is approximately 45 minutes long. Pupils will be given a grade based on their performance.

Success criteria is available from the Director of Learning for Mathematics.

# Science

Topics that will be assessed:

- **The periodic table**
  - Metals and non-metals
  - Groups and periods
  - The elements of group 1
  - The elements of group 7
- **The Earth**
  - The earth and its atmosphere
  - Sedimentary rocks
  - Igneous and metamorphic rocks
  - The rock cycle
- **Metals and acids**
  - Acids and metals
  - Metals and oxygen
  - Metals and water
  - Metals and displacement reactions
- **Ecosystem processes**
  - Photosynthesis
  - Leaves
  - Plant minerals
  - Chemosynthesis
  - Aerobic respiration
  - Anaerobic respiration
  - Food chains and webs
  - Disruption to food chains and webs
  - ecosystems
- **Energy**
  - Food and fuels
  - Energy adds up
  - Energy and temperature
  - Energy transfer: particles, radiation
  - Energy resources
- **Health and life style**
  - Nutrients
  - Food tests
  - Unhealthy diet
  - Digestive system
  - Drugs
  - Alcohol
  - Smoking

Higher Tier: Pupils in Band A will also be assessed on the following:

- *Effects of current/number of coils on the strength of electromagnetism.*
- *Comparison between aerobic and anaerobic respiration.*
- *Explain in detail how leaves are adapted for photosynthesis.*

# Science

## **Skills that will be assessed:**

Pupils will be assessed in the following areas:

- Presenting and representing data
- Identifying patterns and relationships and making suitable conclusions.
- Identify and apply the variables in an investigation.
- Use patterns and relationships observed in data to explain the behaviour of the variables in an investigation.

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

- ✓ Textbook: Activate 2 (Oxford KS3 Science)
- ✓ Kerboodle online learning platform
- ✓ “Show my homework” Revisit old homework, check for uploaded revision packs.

Websites:

<http://www.bbc.co.uk/education/guides/zyjx6sg/revision>

<http://www.foodafactoflife.org.uk/site.aspx?siteId=19&t=3>

## **Outline of assessment and marking**

The exam will be assessed according to the new 1-9 number system brought in by the government this year. Students will be graded by the teacher according to their end of year target. Students who score below their target will be listed as “developing”. Students who reach their target will be listed as “securing”. Those students who surpass their target will be listed as “extending”.

# Modern Foreign Languages (MfL)

**TOPIC:** *Summer holidays*

You will have approximately 50 minutes in lesson to listen, read and write about school. You will have to:

- understand people talking about their holiday home and its location
- understand people saying why they prefer a house
- understand people asking for directions
- understand information about holiday destinations
- use the **imperative** (tu form)

*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 single words from memory
- Be able to write a sequence of two or three sentences, adapting and extending the example supplied by using different details.
- Be able to write a short paragraph to answer the questions, using your own language.
- Be able to translate familiar short sentences. You may make some minor errors with verbs, 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 text 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/or future tense.

# Art

## *Facial Feature Recording*

### **Outline of the exam**

You will have 2 hours in lesson to observe and record a facial feature, or a full face from first hand (secure level) or second hand (developing level) demonstrating a firm understanding of the formal elements and using a wide range of tone.

### **Skills that will be assessed**

- Use of delicate and accurate line
- Accurate observation of shape and form
- Wide range and smooth application of colour blending to show light and dark
- Considered and appropriate composition

### **Revision and preparation**

- ✓ Revise the tonal scale and practice applying tone with a soft pencil
- ✓ Use your homework project to practice your recording skills
- ✓ Practice drawing features from your own face in a mirror or pictures of faces in magazines/newspapers
- ✓ <http://www.bbc.co.uk/education/subjects/z6f3cdm>

Your success criteria is available from your teacher.

# Resistant Materials - Technology

## Understanding / Knowledge

### Key areas for revision related to Adjustable Lego figure Project:

- Workshop practises (Health and Safety)
- Tools and Equipment (Name and describe)
- Step by step making
- Types of finishing
- Evaluation and Testing

### Assessment Criteria

- To be able to work safely and consider other people's safety.
- To be able to produce realistic Design Ideas.
- To be able to produce a step by step guide to making.
- To be able to identify materials and measurement needed to make my product.
- To be able to select tools for each stage.
- To be able to cut, shape and finish a product accurately.
- To be able to evaluate work against the design specification and design brief.
- To be able to test and suggest improvements.

# Physical Education

## Which technique should I use?

Find the technique which **works best for you!**

Mind Maps, Make Notes, Clear layout, Use Highlighters, Use Diagrams, Revision Guides and Textbooks!

Watch sporting activities!

**Reinforcing your memory – cards / mind maps / revision posters**

Helpful websites – [www.s-cool.co.uk](http://www.s-cool.co.uk) - [www.teachpe.com](http://www.teachpe.com) - [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

### Developing:

Use skills and techniques together with accuracy to outwit an opponent.

Demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking.

Compare their own and others work and see the differences so that they can improve their own performance.

Describe how exercise affects your body and why regular , safe activity is good for your health and wellbeing.

### Secure:

Explain how the body reacts during different types of activity and why physical activity is an essential component of a healthy lifestyle.

Consistently replicate skills with control and in response to opposition pressure.

Demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques.

Select a very good range of skills to outwit an opponent and suggest ways to improve performances. .

### Extending:

Understand how the different components of fitness affect performance and explain how different types of exercise contribute to your fitness and health.

Change strategies and tactics to exploit opponents' weaknesses.

Analyse and explain how skills etc have been used and suggest ways to improve further.

Know how different type of exercise helps with health and fitness and can suggest ways of warming up and cooling down.

### **Can you.....**

Name and locate all 11 major muscles and locate them?

### Things you should also know

What are the effects of a warm up?

Components of fitness linked to sporting activities

What are the different phases of a warm up?