



**PLATANOS COLLEGE**

An outstanding school for  
pupils of all abilities

**Year 9**

**Formal Examination Week**

**Monday 19<sup>th</sup> February 2018 to Friday 23<sup>rd</sup> February 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></b> You will line up as you normally would. Year 9 examinations will take place in class time and you will be informed in good time for when your examination will be for each subject.</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>not permitted</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>no talking in the examination room</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

## Year 9: Conflict Poetry

### Topics:

You will be assessed on poetry about conflict. Think about the context of the poems as well as how the writers use language, devices and structural features to affect the readers.

### Skills:

The following skills will be assessed:

**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 3b:** Can I comment on the significance of context?

### What should you do to help you revise?

- BBC Bitesize (website)
- Read other examples of conflict poetry
- Use your exercise book

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

You will be given two poems to analyse and you will be given questions to answer on those poems.

You will be expected to demonstrate the ability to analyse and compare the language and structure used in the poems.

You will also be assessed on your ability to comment on the context of the poems and how this may have affected the choices of the poets.

# Mathematics

## Higher tier

Simplify expressions  
Scatter graphs  
Questionnaire  
Problem solving  
Fractions  
Percentages  
Perimeter  
Factorise expressions  
Expand and Simplify  
Inequalities

## Foundation tier

Factorising  
Averages  
Problem solving  
Sequences  
Substitution  
Expanding brackets  
Algebraic expressions  
Formulae  
Percentages  
Decimal numbers

## 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:

1. Pen
2. Pencil
3. Scientific calculator
4. Maths set (ruler, protractor, compasses)

## End of Half-term test:

The test is based on the unit '**Number**' which pupils are completing this term and is approximately 50 minutes long. Pupils will be given a grade based on their performance.

# Science

## Topics that will be assessed:

During this term, Year 9 pupils have been studying the topics as listed below. Pupils will be assessed on these topics:

### **C1 Atomic structure: (C1)**

- Atoms
- Chemical equations
- Separating mixtures
- Fractional distillation and chromatography
- History of atom
- Structure of an atom
- Ion, atom and isotopes
- Electronic structures

### **The Periodic Table: (C2)**

- Development of the Periodic Table
- Electronic structure and the periodic table
- Group 1- the alkali metals
- Group 7- the halogens
- Explaining trends
- *The transition metals (TR)*

- **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:

- 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/>
- <http://freesciencelessons.co.uk/>

## Outline of exam paper:

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

<http://www.aqa.org.uk/subjects/science/gcse/science-a-4405/past-papers-and-mark-schemes>

### **Communicable diseases: (B5)**

- Human defence responses
- *More about plant diseases (TR)*
- *Plant defence response (TR)*

### **Conservation and dissipation of energy: (P1)**

- Changes in energy stores
- Conservation of energy
- Energy at work
- Gravitational and kinetic energy
- Kinetic Energy and elastic energy stores
- Energy dissipation

# History

Topics that will be assessed: The Tudors and the Industrial Revolution

During this term, Year 9 pupils have been studying the topics as listed below. Pupils will be assessed on these topics:

## **Tudor Monarchs**

1. Why did Henry VIII want to change the Church in England?
2. Was Edward VI a strong king?
3. Was Mary I really 'Bloody Mary'?
4. Did Elizabeth I rule England successfully?
5. Was life good for Tudor people? (General understanding of people in Tudor times)

## **Industrial Revolution**

1. What changed in England between 1500 and 1750?
2. Why was the Industrial Revolution positive and negative for people in Britain?
3. Factors to include:
  - a. Population change; medicine, diet, discovery of germs, increased workforce, towns and the increase in crime and disease.
  - b. Transport changes; steam power, railways, roads, canals and their impact.
  - c. The British Empire; countries involved, what was traded, benefits and drawbacks.
  - d. New ideas and inventions; steam power, factories, discovery of germs, cloth trade.
4. What were the strengths and weaknesses of parliamentary democracy in 1820 and now?
5. How did the British Empire impact on Britain? (Including knowledge of the slave trade.)

## Skills that will be assessed:

Pupils will be assessed in the following areas:

- Recalling of knowledge learnt in class and as part of homework tasks.
- Analysis and evaluation of a source as evidence (including authorship)
- Creating conclusions and reaching judgements.
- Extended writing on a theme using formal language and style.

## Resources to use for revision:

### Tudors:

- <https://www.historyonthenet.com/worksheets/the-tudors-worksheets/>
- <http://www.bbc.co.uk/history/0/22318048>

### Industrial Revolution

- [http://www.bbc.co.uk/bitesize/ks3/history/industrial\\_era/the\\_industrial\\_revolution/revision/5/](http://www.bbc.co.uk/bitesize/ks3/history/industrial_era/the_industrial_revolution/revision/5/)
- <http://www.historylearningsite.co.uk/britain-1700-to-1900/industrial-revolution/>

## Outline of exam paper:

As this is a new specification, there are no past papers and limited practice exam questions.

The exam will consist of three questions:

1. 4 mark question – give four facts about a given topic.
2. 9 mark question – analyse a source for accuracy including the authorship.
3. 12 mark question – a two sided mini-essay on a historical controversy.

# Modern Foreign Languages (MfL)

TOPIC: *Jobs*

You will have approximately 55 minutes in lesson to **listen**, **read** and **write** about school. You will have to:

- understand how to **talk about your ideal job** in Spanish.
- understand people **describing their jobs**.
- understand people **use the future and the conditional tenses**.
- understand people using **three tenses together**.

## SKILLS THAT WILL BE ASSESSED

- Students will be assessed in four different skills: Listening, Reading, Writing and Speaking.
- Speaking will be assessed informally during lessons.

## REVISION AND PREPARATION

- Revise all the vocabulary taught in lessons (<http://www.quizlet.com>)
- Practice listening & reading in Spanish (<http://www.bbc.co.uk/languages/spanish/> and <https://radiolingua.com/coffeebreakspanish/>)

## WRITING

- 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 phrases. You may make some errors with verbs and occasional errors with more complex structures, but the meaning should be clear.
- Be able to write a short paragraph in the present and in the near future tenses.
- Be able to write more extended texts and refer to the present and near future tenses (include past tense for a higher grade).

## 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 and in the near future tenses.
- 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 and in the near future tenses.

# Art

## *Object recording*

### Outline of the exam

You will have 2 hours in lesson to select an object which relates to your idea intentions and record it using a media of your choice. This must reflect the style of your chosen Artist. You will either draw the object from first hand (Secure level) or a photograph (foundation level).

### Skills that will be assessed

- Use of delicate and accurate line
- Accurate observation of shape and form
- Wide range and smooth application of tone to show light and dark
- Considered and appropriate media choice reflecting the Artists' style

### Revision and preparation

- ✓ Research into your chosen Artist
- ✓ Use your homework project to practice your recording skills
- ✓ Practice drawing objects which relate to your theme from first hand sources
- ✓ <http://www.bbc.co.uk/education/subjects/z6f3cdm>

Your success criteria is available from your Art teacher.

# Technology

## **(Designing and Making) Grading 2 – 4.6**

### **Understanding / Knowledge / Communication**

#### **Key areas for revision:**

- Health and Safety
- Design process
- Analysis of products
- Design ideas
- Plan of making

#### **Assessment Criteria**

- To be able to produce realistic design ideas taking in to account key design features
- To be able to investigate and understand form, function and production processes
- To be able to think of safety when using tools and the safety of others in a workshop environment
- To be able to identify the key stages of making a product

# Religious Education

## Topics that will be assessed: Christianity

Year 9 pupils have completed three units on Christianity (outlined below). Students will need to revise all topics in their mock exam.

<p><b>Key Beliefs:</b></p> <ol style="list-style-type: none"> <li>1. Causation – the idea that the universe has a cause linked to God.</li> <li>2. Holy Trinity – the Father, Son and Holy Spirit</li> <li>3. Creation – Religious and Scientific arguments including evolution, creation theory and big bang</li> <li>4. Life after Death – beliefs about heaven, hell, judgements.</li> </ol>	
<p><b>Jesus Christ:</b></p> <ol style="list-style-type: none"> <li>1. The Incarnation – the Son of God took on human form.</li> <li>2. The Crucifixion – the Death of Jesus.</li> <li>3. The Resurrection – Jesus’ rising from the dead.</li> <li>4. The Ascension – Jesus’ departure into heaven.</li> <li>5. Sin – understanding what a sin is and the Ten Commandments.</li> <li>6. Salvation – how can Christians atone for their sins?</li> </ol>	
<p><b>Worship and Festivals:</b></p> <ol style="list-style-type: none"> <li>1. What are forms of worship in Christianity?</li> <li>2. How important is prayer? Different types of prayer.</li> <li>3. Sacraments used in Christianity.</li> <li>4. Believer’s baptism vs. baptism as an infant.</li> <li>5. The Eucharist – different types of worship and meaning.</li> <li>6. Pilgrimage – examples and reasons for going on a pilgrimage.</li> <li>7. Christmas – what is the significance? How is it celebrated?</li> <li>8. Easter – What is the significance? How is it celebrated?</li> </ol>	<p><u>Skills that will be assessed:</u></p> <ul style="list-style-type: none"> <li>• Recalling of key information</li> <li>• Reaching a judgement</li> <li>• Extended writing on a theme</li> <li>• Using religious teachings to understand points of view</li> </ul>

## Resources to use for revision:

- <http://www.bbc.co.uk/education/topics/z6bw2hv> - GCSE bitesize with clips on Key beliefs
- <http://world-faiths.com/christianity/> - Revision tests
- <http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=724> – revision notes from the exam board.  
Check topic areas against those above.

## Outline of exam paper:

Students will complete two exam sections. Each section comprises of the following questions.

Question 1	Recall of knowledge (circle correct answer)	1 mark
Question 2	Give two examples... (demonstrate knowledge)	2 marks
Question 3	Explain two ways... (two explained points showing similarities or differences)	4 marks
Question 4	Explain two religious teachings... (two explained points linked to religious teaching)	5 marks
Question 5	Mini-essay (Introduction, agree and disagree with statement, conclusion.)	12 marks

# Drama

**Remember the Health and Safety Rules in the classroom and around the school**

Your Drama will be PRACTICAL WORK

- Developing a short play from stimulus: a list of characters, picture/photograph or objects
- Writing, rehearsing and performing a short play script
- Using the Drama Explorative Strategies of: Still-Image, Narration, Cross-cutting, Thought-Tracking
- Developing a character (Ways of creating Tension in a scene)
- Use of voice and movement
- Drawing/Sketching a storyboard: KEY MOMENTS in their play, setting and costumes
- Annotation of script

**ASSESSMENT:** Pupils PRACTICAL WORK (Oral and Written) evaluation of their own work as well as the work of others

## **Performance**

- You will be given a stimulus to create a 2-3 minutes scenario for performance to an audience.
- You will be assessed according to the assessment grid.
- Marks are awarded for how you carefully use your voice and movement for effect, so you will need to remember that, whatever your scenario, you are expected to create a reason to demonstrate your skills in your full vocal range, movement and use of space.

# 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 – get someone to test you from the notes / 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)

### You will be assessed in your ability to:

#### Developing:

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

Select and combine skills, techniques and ideas and apply them accurately and appropriately.

#### Secure:

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

Perform with consistent precision, control and fluency.

Select and combine skills, techniques and ideas and use them in changing circumstances.

#### Extending:

Explain the benefits of regular physical activity on physical, mental and social wellbeing.

Consistently show precision, control, fluency and originality.

Select and combine advanced skills, techniques and ideas, adapting them in increasingly complex situations.

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

- Name and locate all 11 major muscles and locate them?
- Name the organs involved within the cardiovascular system?

### Things you should also know

- What are the effects of a warm up?
- What are the different phases of a warm up?
- Components of fitness associated to sporting/physical activities.