



**PLATANOS COLLEGE**

An outstanding school for  
pupils of all abilities

**Year 7**

**Formal Examination Week**

**Monday 13<sup>th</sup> January 2020 to Friday 17<sup>th</sup> January 2020**

# **Guide to Examinations**

Make sure that you use the **toilet before you line up** in the morning. Unless you have a known medical condition backed up by a note from your GP, it is highly unlikely you will be given permission to leave the exam room once the exams have begun.

You may bring a small bottle of plain water to the exam room, but the labelling must have been removed before the exam.

**The school day will run as normal.** You will line up as you normally would. Year 7 examinations will take place in class time and you will be informed in good time for when your examination will be for each subject.

**No equipment will be provided for you.** The **loaning and borrowing** of equipment between candidates during exams is **not permitted**. Therefore make sure well in advance of the exam week that you have all the equipment you will need (**black pens, pencils, ruler, rubber, calculator, colouring pencils, and spares of everything**)

The only type of **pencil-case** you are allowed to have on your exam desk is a **transparent** one. If you haven't yet got one, purchase one in good time for the exams.

Bring a packet of **tissues** with you in case you need them.

**Mobile phones must be switched off.** Smart watches, tablets or any electronic equipment are **strictly forbidden**, as is any equipment which is likely to make a sound which may distract others.

There is **no talking in the exam room** under any circumstances. Unless an invigilator has spoken to you, you should remain silent. Any form of communication between candidates, whether written or verbal, no matter what the content, will be treated as misconduct and **your paper will be cancelled**. Therefore, it is best to remain silent from the time you enter the exam room to the time you leave. **In addition, any attempt to distract other candidates, whether verbal or non-verbal, will be dealt with severely.**

Once any instructions have been given and the exam has begun, you may only put up your hand if you are facing an emergency. **No questions should be asked about the exam itself**, as an answer would give you an unfair advantage over other candidates. Therefore listen carefully to any instructions you are given, read the instructions on the paper itself, and use your initiative.

## **HOW TO PERFORM WELL IN EXAMS**

This guide is intended to help you with your exam 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 exams, and plan how best to use that time.
- Prepare a revision timetable.
- Pace yourself, revisiting each subject area regularly in the weeks before the exams.
- Don't fool yourself that 'cramming' the night before an exam 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 exam. Make sure you know which exams are on which days.
- If you are ill on the day of an exam, make sure your parent/guardian telephones school immediately to explain.
- Make sure you are comfortable before you go into the exam room – (e.g. make sure you have been to the toilet).

## **DON'T PANIC!**

Remember, exams are NOT designed to catch you out – rather to allow you to show what you have learned. Being calm and thoughtful in the exam 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 exams.



- 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

**Question Stem:** Compare how the two poets present... in their poems.

## **Topics:**

You will be assessed on your analysis of poetry. Think about how the writers use language, devices as well as structural features to affect the readers and compare their methods.

## **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?

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

- BBC Bitesize (website)
- Read other poetry online
- Use your exercise book
- Use the English revision pages in your planner

## **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.

# Mathematics

Reasoning and problem solving questions on the following topics:

- Addition and subtraction (including negative numbers and decimals)
- Multiplication and division (including negative numbers and decimals)
- Place value and ordering numbers (including negative numbers and decimals)
- Fractions and percentages
- Decimals and money
- Angles and Triangles
- Scales and measures
- Area and perimeter

It may be useful to practice using the bar model method as this can help answering some of the questions.

## Online Revision resources:

1. My Maths: [www.mymaths.com](http://www.mymaths.com)
2. Corbett Maths: <https://corbettmaths.com>
3. BBC Bitesize KS3: <http://www.bbc.co.uk/education/levels/z4kw2hv>
4. Maths Watch: [www.mathswatchvle.com](http://www.mathswatchvle.com)
5. Mr Barton Maths: [www.mrbartonmaths.com](http://www.mrbartonmaths.com)

## Equipment needed:

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

# Science

Topics that will be assessed:

<b>Health and safety:</b> <ul style="list-style-type: none"><li>• Safety rules</li><li>• Hazard symbols</li><li>• Fire and safety</li><li>• Bunsen burner</li></ul>	<b>Cells</b> <ul style="list-style-type: none"><li>• Animal and plant cells</li><li>• Specialised cells</li><li>• Unicellular organisms</li><li>• Musculoskeletal system</li><li>• Microscopes and observing cells</li><li>• <i>Magnification</i></li><li>• <i>Scale</i></li></ul>
<b>Particles</b> <ul style="list-style-type: none"><li>• States of matter</li><li>• <i>Density and equation</i></li><li>• Energy changes during changes of state</li><li>• Diffusion</li><li>• Brownian motion</li><li>• Gas pressure</li><li>• Solubility</li><li>• Pure substances and separating mixtures</li></ul>	<b>Energy</b> <ul style="list-style-type: none"><li>• Energy sources and transfers</li><li>• Conservation of energy</li><li>• <i>Energy efficiency</i></li><li>• <i>Power</i></li><li>• <i>Cost</i></li></ul>

## Skills

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

The following resources can be used for revision:

- “Show my homework” Revisit old homework, check for uploaded revision packs.
- “Activate 1” textbook.
- Revision materials provided by the teacher.
- Websites:  
<http://www.bbc.co.uk/education/guides/zyjx6sg/revision>  
<http://www.foodafactoflife.org.uk/site.aspx?siteId=19&t=3>



# Modern Foreign Languages (MfL)

**TOPIC:** *My free time*

## OUTLINE OF THE EXAM

You will have approximately 45 minutes in lesson to listen, read and write about your free time. You will have to:

- ☐ use *me gusta* to say what you like and don't like doing.
- ☐ say what you do in your spare time in the present tense and including time expressions.
- ☐ understand weather vocabulary and explain what you do in different weather using *cuando*.
- ☐ give information about sports you practise and your opinion using *me gusta*.

## SKILLS THAT WILL BE ASSESSED

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

## REVISION AND PREPARATION

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

## SUCCESS CRITERIA

### WRITING

- ☐ Be able to copy words accurately.
- ☐ 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 phrases. You may make some errors with verbs, but the meaning should be clear.

### 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.

# Art

## **Still life drawing**

### **Outline of the exam**

You will have 2 hours in lesson to observe and record a selection of objects from first hand (secure level) or second hand (developing level) using a wide range of tone. You must demonstrate the wide range of skills taught in this project and show influence from our artist.

### **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 composition

### **Revision and preparation**

- ✓ Revise all the formal elements and core skills taught in lessons
- ✓ Use your homework project to practice your recording skills
- ✓ Practice drawing plants and trees from first hand sources
- ✓ <http://www.bbc.co.uk/education/subjects/z6f3cdm>

**Success Criteria for the exams will be available from your Art teacher**

# 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:**

Demonstrate techniques usually applied with coordination and control to gain an advance over an opponent.

Demonstrate tactical awareness in different situations.

State the differences between their performances and others.

#### **Securing:**

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

Link skills, techniques and ideas and apply them accurately and appropriately.

Show you understand tactics and composition.

Show precision, control and fluency.

#### **Extending:**

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.

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

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

Name and locate all 11 major muscles and locate them? Name and locate the major bones in the skeleton?

### **Things you should also know**

Why do we warm up?  
phases of warm up?

What are the effects of a warm up?

What are the different 3

# Computing

## **ASSESSMENT TOPICS:**

- Hardware & Software
- The CPU
- Binary Conversion
- Input, Output and Storage Devices
- Inputs, Processes and Outputs

## **SKILLS ASSESSED:**

- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.
- Understand how instructions are stored and executed within a computer system.
- Uses technologies and online services securely, and knows how to identify and report inappropriate conduct. (Algorithmic Thinking)
- Uses a variety of software to manipulate and present digital content: data and information. (Algorithmic Thinking)

## **REVISION RESOURCES:**

- Revision Worksheets & pack
- <https://www.bbc.com/education/guides/zxb72hv/revision> (Hardware)
- <https://www.bbc.com/education/guides/zcxqr82/revision> (Software)
- <https://www.bbc.com/education/guides/z26rcdm/revision> (Binary)
- <https://www.bbc.com/education/guides/zws8d2p/revision> (The CPU)
- School folder

# Drama

## **'Grimm's Fairy Tales'**

### **'Sam revisits her childhood home'**

Imagine our story's hero, Sam, has now grown up. It's been 20 years since the events that all started in her bedroom. Now she revisits her childhood home, now an abandoned house. Finding her way back to the room that used to be her bedroom, she pulls up a floorboard to retrieve a significant object from her past.

Devise a monologue as Sam, starting on the first line, 'I knew it would still be here.'

Once you have devised the scene, test your performance out on a parent / carer at home using the performance skills sheet.