



PLATANOS COLLEGE

An outstanding school for
pupils of all abilities

Year 8

Formal Examination Week

Monday 14th October 2019 to Friday 18th October 2019

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 examination room once the examination has 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 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.

No equipment will be provided for you. The **loaning and borrowing** of equipment between candidates during examinations is **not permitted**. Therefore make sure well in advance of the examination 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 examination 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 examination 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 examination has begun, you may only put up your hand if you are facing an emergency. **No questions should be asked about the examination 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 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

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, compasses and a working scientific calculator).

English

Analysing Shakespeare

Question Stem: How does Shakespeare present.... in this **extract**.

Topics:

You will be assessed on your analysis of Shakespeare's *Much Ado about Nothing*. Think about how Shakespeare uses vocabulary as well as language devices to affect the readers and use quotations from the play to make inferences about character, ensuring you explain what you have inferred in detail.

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?

What should you do to help you revise?

- Use GCSE Bitesize (website)
- Read extracts of the play
- 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 have a reading exam.

You will be given an extract from the play and must then use the extract to respond to the questions.

You will be expected to demonstrate the ability to analyse the language in the extract.

You will also be expected to use a range of relevant quotations and subject terminology in your response.

Mathematics

Topics to revise for the first examination

Non-Calculator paper

Reasoning and problem solving questions on the following topics:

Number - Addition and subtraction, multiplication and division, ordering numbers, units of measure

Algebra – substitution, simplifying expressions

Proportional reasoning - Calculations with fractions, decimals and percentages, solving problems with proportions of amounts

Geometry - Area and perimeter, angles

Statistics – interpreting pie charts

Online Revision resources:

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

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

Science

Topics that will be assessed:

During this term, Year 8 pupils have been studying the topics as listed below. Pupils will be assessed on these topics:

Health and Lifestyle

- Nutrients
- Food test
- Unhealthy diet
- Digestive system
- Bacteria and enzymes in digestion
- Drugs
- Alcohol
- Smoking

The periodic Table

- Metals and non-metals
- Groups and periods
- The elements of group 1
- The elements of group 7
- The elements of group 0

Separation Techniques

- Mixtures
- Solutions
- Solubility
- Filtration
- Evaporation and distillation
- Chromatography

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>

History

Topics that will be assessed: The Early Tudor Monarchy and Tudor England (1485-1553)

During this term, Year 8 pupils have been studying History as a new discrete subject. They have been looking at the reign of Tudor monarchs and lives of people within England during this period. Pupils should focus their revision on the following key areas:

1. **An overview of the Tudor Kings and Queens of England (1485-1603)**; including a brief timeline of the kings and queens that ruled, key dates and important features.
2. **The War of the Roses**; including how and why the Tudor dynasty began. Pupils will look at the causes, key battles and changes, and why the outcome was so significant for the future of England.
3. **Henry VIII and the Reformation (changes to the Church of England)**; including an understanding of why Henry VIII changed the churches, what changes were made, and the impact it had on ordinary people at the time.
4. **Henry VIII's life and legacy**; including Henry VIII's early life, how he became king, a study of his portraits, character and reputation. Pupils should make judgements on whether he was a good king and whether he deserves the reputation he has been given.
5. **Edward IV; a comparison of Edward's kingship to his father Henry VIII**. This includes looking at Edward's actions to change the church, understanding the way in which he ruled as a boy king, and whether his reputation lives up to that of his famous father Henry VIII.

Skills that will be assessed:

Pupils will be assessed in the following areas:

- Recall of knowledge learnt in class and as part of homework tasks.
- Extended writing on a theme using formal language and style.
- Creating conclusions and reaching judgements.
- Pupils should attempt to practice and perfect written answers using PEE paragraphing which shows knowledge of two sides of a historical debate. Pupils should read and review work so that they structure their answers using PEE to develop their argument. This means using:
 - **Point** – sentence which gives a reason in answer to the question.
 - **Evidence** – factual detail which can support their point chosen.
 - **Explanation** – using their wording to clearly show that the evidence supports the point used.

Resources to use for revision:

- <https://ks3historyhelp.weebly.com/the-war-of-roses.html> - all about the War of the Roses.
- <https://www.royal.uk/tudors> - website with links to each of the individual Tudors for research.
- <https://www.bbc.com/bitesize/topics/z3yfr82> - BBC Bitesize revision and videos on Henry VIII

Outline of exam paper:

The exam will consist of two questions:

1. A **4 mark** question – give four facts about a given topic or explain two points to answer a question.
2. A **12 mark** question – a two sided mini-essay on a historical controversy. Pupils should use PEE paragraphs to demonstrate their knowledge agreeing and disagreeing with a statement. They will need to conclude with a firm judgement as to which side they believe is most accurate.

Modern Foreign Languages (MfL)

TOPIC: *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 holidays in the past.
- use the preterite of regular -ar, -er, -ir verbs and the preterite of ir (irregular).
- understand people saying how their holidays were like.
- understand how to make sentences interesting.

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://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

Flower recording

Outline of the exam

You will have 2 hours in lesson to choose an interesting section of a flower and record it using colour blending reflecting O’Keeffe’s style. You will either draw from a flower 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 colour blending to show light and dark
- Considered and appropriate composition reflecting understanding of O’Keeffe’s work

Revision and preparation

- ✓ Revise the colour wheel and practice colour blending with colouring pencils
- ✓ Use your homework project to practice your recording skills
- ✓ Practice drawing simple objects from first hand sources
- ✓ <http://www.bbc.co.uk/education/subjects/z6f3cdm>

Your success criteria is available from your 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 – cards / mind maps / revision posters

Helpful websites – www.s-cool.co.uk - www.teachpe.com - 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? What are the different phases of a warm up?

Drama

'An Introduction to Key Skills'

Role Play Situation: A mobile phone has been stolen and turned up smashed in the playground. Unfortunately, yesterday the power went off and there is no CCTV evidence. The only evidence is that 3 students were seen kicking something on the floor. When the teacher approached, they ran off.

Head Teacher: Your mission is to find out the truth

Students: Will you tell the truth? Blame others?

Use the HOTS grid in your planning to give your characters greater room for interesting responses.

You are going to be tested for AO2 Performance Skills so you will need to plan carefully to include meaningful and varied movement and vocal skills.

Your assessment criteria is available from your Drama teacher.