



PLATANOS COLLEGE

An outstanding school for
pupils of all abilities

Year 8

Formal Examination Week

Monday 13th January 2020 to Friday 17th 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 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

NOTICE

Please make sure that your child 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, and a working scientific calculator).

English

Comparing Poetry

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

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?

What should you do to help you revise?

- Use BBC Bitesize (website)
- Read other examples of conflict poetry
- 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, decimals and fractions)
- Multiplication and division (including negative numbers and decimals)
- Scales and measures
- Place value and ordering numbers
- Fractions, decimals and percentages
- 2D geometry: angles and polygons
- Area and perimeter
- Algebraic expressions and sequences

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

Equipment needed:

1. Pen
2. Pencil
3. Scientific calculator
4. Maths set

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 <ul style="list-style-type: none">• Nutrients• Food test• Unhealthy diet• Digestive system• Bacteria and enzymes in digestion• Drugs• Alcohol• Smoking | The Periodic Table <ul style="list-style-type: none">• Metals and non-metals• Groups and periods• The elements of group 1• The elements of group 7• The elements of group 0 |
| Space <ul style="list-style-type: none">• Developing ideas about the Solar system• <i>Gravity and weight calculations</i>• Scale• Day and night• Seasons• Light years | Adaptation and inheritance <ul style="list-style-type: none">• Competition and adaptation• Adapt to change• Variation• Continuous and discontinuous• Inheritance• Natural selection• Extinction |

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>

Modern Foreign Languages (MFL)

TOPIC: *Food*

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

- Understand people talking about what they like to **eat and drink**.
- Understand people talking about what someone has for **different meals**.
- Understand people **ordering** a meal **in a restaurant** using *usted/ustedes*.
- Understand **dishes** and **ingredients**.
- Understand texts in the **present**, **past** (preterite) and **near future**.

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.

History

Topics that will be assessed: Tudor England

During this term, Year 8 pupils have been studying the significance of the Wars of the Roses, causes of the Reformation, the impact of religious change in Tudor England and Interpretations of Mary I. Pupils should focus their revision on the following key areas:

1. The significance of the Wars of the Roses
2. The causes of the Reformation.
3. The nature of change as a result of the Reformation.
4. The religious changes in the 16th century.
5. The accuracy of the interpretations of Mary I.
6. Elizabethan England.
7. Africans in Tudor England.

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.
- Causation
- Analysis of interpretations
- 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:

- <https://www.bbc.co.uk/bitesize/topics/zynp34j> - BBC Bitesize includes videos, quizzes and information to read.
- <https://www.historyonthenet.com/category/tudors>
- <http://timelines.tv/>

Outline of exam paper:

Pupils will have practiced these styles of questions during lessons, and will need to ensure that they follow the structure in order to maximise their marks for each question.

The exam will consist of three questions:

1. A 5 mark question – give four facts about a given topic.
2. A 10 mark question – analyse a interpretation for accuracy including the authorship.
3. A 12 mark question – a two sided mini-essay on the significance of a topic.

Art

Portrait Recording

Outline of the exam

You will have 2 hours in lesson to choose either a whole face or a section of one and record it in a media of your choice reflecting one of the artists' styles. You will either draw from first hand or a second hand.

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 the artists' 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 Buildings from first hand sources
- ✓ Research the 3 Artists: Laura Oldfield Ford, David Hockney and John Piper

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 perfromane 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? Can you list and define the components of fitness?

What are the effects of a warm up? What are the different phases of a warm up? What is health and fitness?

Computing

ASSESSMENT TOPICS:

- Email Scams
- Computer Misuse
- Protecting Personal Data
- Copyright
- Health and Safety

SKILLS ASSESSED:

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy
- The ability to recognise inappropriate content, contact and conduct and know how to report concerns.
- Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. (Evaluation)
- Know what to do when concerned about content or being contacted. (Algorithmic Thinking)

REVISION RESOURCES:

- Revision Worksheets & pack
- <https://www.bbc.co.uk/bitesize/guides/zchcwmn/revision/1> (Copyright)
- <https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/2> (Email Scams)
- <https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/3> (Protecting Personal Data)
- <https://www.bbc.co.uk/bitesize/guides/zt8qtfr/revision/1> (Computer Misuse)
- School folder

Drama

'Macbeth'

Limbo Courtroom Drama

Using your knowledge of Lady Macbeth OR Macbeth, imagine you have woken up in a waiting room between the doors to Heaven and Hell. You walk into a courtroom to decide the door you must walk through. Create your plea speech to try to make your case for going to heaven.

First line (optional): *I cannot be held responsible for what I did! The witches control everything...*

Once you've created your script, test your performance out on a parent / carer at home using the performance skills sheet.