



**PLATANOS COLLEGE**

An outstanding school for  
pupils of all abilities

**Year 9**

**Formal Examination Week**

**Monday 11<sup>th</sup> November 2019 to Friday 15<sup>th</sup> November 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 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.

**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 be effective. It is not.

## **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, e.g. 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, compass and a working scientific calculator).

# English

## Macbeth

### Question Stems:

- A) How does Shakespeare present... in this extract?
- B) Explore the importance of ... elsewhere in the play.

### Topics:

You will be assessed on your analysis of Shakespeare's *Macbeth*. Think about how Shakespeare uses vocabulary as well as language devices to affect the readers and use quotations from the novel to make inferences about character or setting, 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?

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

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

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

You will also be assessed on your knowledge of the rest of the play and will need to remember key quotations

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

Foundation	Higher
Use calculator, round answer	Interpret algebraic expression
Find mean from frequency table	Substitute numbers into expressions
Solve number problem in words	Solve linear equations
Write ratio in simplest form	Solve quadratic equations
Solve measure problem	Solve number problem in words
Solve linear problem	Interpret distance on map given scale factor
Read data to solve percentages problem	Find volume of cylinder
Find area of compound shape	Solve linear inequality
Divide quantity in given ratio	Use Pythagoras
Find quantity after percentage increase	Solve simultaneous equations
Use line of best fit	Enlargements
Two-way table to find probability	Standard form
Enlarge shape by scale factor	Subject of formula
Interpret distance on map	Expand and simplify expression
Circumference and Perimeter	Expand double brackets
Substitute numbers into formula	Frequency diagram and polygon
Factorise expression	Find estimate of mean from frequency table
Expand and simplify expression	Use similar triangles to find area
Identify congruent shapes	Use sine ratio
	Sequences
	Factorise expression
	Bounds

## 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 (A and B Bands)

## 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:

### Cell structure and transport:

- The world of microscope
- Animal and plant cells
- Eukaryotic and prokaryotic cells
- Specialisation in animal cells
- Specialisation in plant cells
- Diffusion
- Osmosis
- Osmosis in plants
- Active transport
- Exchanging materials

### Cell division:

- Cell Division
- Growth and differentiation
- Stem cells
- Stem cells dilemmas

### Atomic structure:

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

### Conservation and dissipation of energy:

- Changes in energy stores
- Conservation of energy
- Energy and work
- Gravitational and kinetic energy
- Kinetic Energy and elastic energy stores
- Energy dissipation
- Energy and efficiency
- Electrical appliance
- Energy and power



# Science (C band)

## 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:

### **Structure and function of body system**

- Breathing

### **Ecosystem processes**

- Aerobic respiration
- Anaerobic respiration

### **Chemical reactions**

- Exothermic and endothermic reactions

### **Sound**

- Waves
- Vibration and energy transfer
- Loudness and pitch
- Detecting sound
- Echoes and ultrasound

### **Light**

- Reflection
- Refraction

### **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

# Science

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

Pupils will be assessed in the following areas:

- Data handling – evaluating given data and figures. Identifying patterns and relationships and making suitable conclusions.
- Gathering evidence – ways of presenting data and figures
- Investigative skills – designing investigations so that patterns and relationships between variables may be identified

## **Websites:**

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

## **Outline of exam paper:**

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”.

# History

## Topics that will be assessed: The First World War

During this term, Year 9 pupils have been studying the causes, course and end of the First World War. Pupils should focus their revision on the following key areas:

1. Long term causes of World War One; alliances, militarism, nationalism, imperialism.
2. Short term causes of World War One; the assassination of Franz Ferdinand.
3. Recruitment for war and early enthusiasm.
4. Trench warfare; reasons for it, what the experience was like for soldiers.
5. Technology during the war; tanks, gas, the use of aeroplanes.
6. Soldiers from other parts of the British Empire.
7. The Home Front – life for ordinary British people.
8. Factors which helped to end the war; the Russian Revolution, the USA.
9. The world's quest for peace following war.

## 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:

- <https://www.bbc.com/bitesize/topics/z4crd2p> - BBC Bitesize includes videos, quizzes and information to read.
- <https://www.mrallsophistory.com/revision/causes-of-the-first-world-war.html> - includes videos and information
- <https://www.bbc.com/bitesize/guides/z4n4jxs/revision/3>

## 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 8 mark question – analyse a source for accuracy including the authorship.
3. A 12 mark question – a two sided mini-essay on a historical controversy.

# Modern Foreign Languages (MfL)

**TOPIC:** *This is us*

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

- talk about things you like using *gustar* with nouns in the present tense.
- talk about your week using regular verbs in the present tense.
- talk about films using the verb *ir* in the present tense.
- understand people talking about their birthday celebration using the near future tense.
- understand longer spoken texts.
- read about films and understand authentic texts.

## 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

## *Reflective recording*

### Outline of the exam

You will have 2 hours in lesson to choose an interesting section of a shiny object and record it using blending responding to your pre GCSE theme- reflection. You will either draw from first hand (secure level) or a photograph (developing level) or challenge yourself by drawing from first hand.

### 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.

# Religious Education

## Topics that will be assessed: Christianity

In R.E. Year 9 pupils have been studying the topics as listed below. Pupils will be assessed on these topics. Their forthcoming exam will be in the style of a GCSE paper.

### **Key Beliefs:**

1. Causation – the idea that the universe has a cause linked to God.
2. Holy Trinity – the Father, Son and Holy Spirit
3. Creation – Religious and Scientific arguments including evolution, creation theory and big bang
4. Life after Death – beliefs about heaven, hell, judgements.

### **Jesus Christ:**

1. The Incarnation – the Son of God took on human form
2. The Crucifixion – the Death of Jesus
3. The Resurrection – Jesus' rising from the dead
4. The Ascension – Jesus' departure into heaven
5. Sin – understanding what is a sin and the Ten Commandments
6. Salvation – how can Christians atone for their sins?

## Skills that will be assessed:

Pupils will be assessed in the following areas:

- Recalling of key information
- Reaching a judgement
- Extended writing on a theme
- Using religious teachings to understand points of view
- Students should learn the exam techniques as set out on their mark schemes for Questions 1-5.

## 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.edukas.co.uk/Pages/ResourceSingle.aspx?rld=724> – revision notes from the exam board. Check topic areas against those above.

## Outline of exam paper:

Mark schemes have been given to each student, and teachers will disseminate a revision pack of questions before the exams.

# Drama

Thinking back to your 'Our Day Out' scheme, think about a scene between Carol and her parent that might have taken place when they found out she went missing on the school trip.

You will need to prepare a 2-3 minute performance either on your own as Carol or as a duologue with a partner with one of you as Carol and the other as the parent. Select from one of the two options below.

<b>Monologue</b>	<b>Duologue</b>
As Carol, following a heated argument with mum/dad, you run off out the house to the park. Think about the objects that would be in the park to help you create interesting and precise mime work as you deliver a monologue expressing your frustrations with your life.	Mum / Dad has just shut the door on Mr Briggs who has been round to tell them his worries about Carol's wellbeing after she ran off on the trip. If you're playing mum / dad think about why you would feel angry and humiliated and what you might say to Carol when you call her down to the kitchen to confront her. If you're playing Carol think about how she feels differently about herself after the trip. How would she react to the confrontation? Both actors should use click freezing / thought tracking techniques to express a conflict between what is said and what is thought.

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. Use the table below to help you plan.

Your success criteria is available from your Drama 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:

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?

### Things you should also know

- What are the effects of a warm up?
- What are the different phases of a warm up?