



20 May 2022

## Year 9 End of Year Exams

Dear Parents/Carers

The Year 9 End of Year Exams, in the core subjects, are scheduled on the school calendar for week beginning 20<sup>th</sup> June. By sharing the following information (below) with you, you will be able to support your child during the next few weeks of revision, alongside the half-term break and Black Rock residential.

An exact timetable will be shared with the students via ClassCharts and with you via Parent Mail over the next week. All Year 9 students will sit the following examinations:

**Maths** – two papers, one calculator and one non-calculator

**English** – one paper covering an extract from *The Tempest* by William Shakespeare

**Science** – one paper covering aspects of Chemistry, Biology and Physics

Year 9 subject teachers will be discussing the exams and the content in their lessons. Please see the subject checklists later in this document.

Please note that all Year 9 students will sit their examinations in the main Sports Hall and no access arrangements will be in place. Please see below for further detail.

We will deliver a briefing to all Year 9 students next week so that they are also aware of these key messages. The exams in Year 9 are as much about the formality of the process and preparation for GCSEs, as they are about taking the test itself.

Please do contact the subject teachers with any specific questions.

Yours sincerely

Mrs K Rhodes

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KS3 Director of Learning and Progress

Deputy Headteacher – Teaching and Learning



## Guidance for Parents/Carers

### Mathematics

Students will sit a non-calculator paper and a calculator paper. Their teachers will inform them whether they will sit the higher or foundation paper. The topics to revise are shown in the table below. Each topic has the chapter it can be found in the *Kerboodle* text book.

<b>Foundation Topics</b>	<b>Higher Topics</b>
<u>Number</u>	<u>Number</u>
CH 15 Proportion and Dividing an amount by a given ratio	CH15 Proportion and Dividing an amount by a given ratio
CH 15 Direct Proportion	CH1 Number types - Factors, Prime Numbers, Squares and Cubes
CH 1 Number types - Factors, Prime Numbers, Squares and Cubes	CH1 Multiples problems in context
CH 1 Multiples problems in context	CH1/7 Estimating Calculations
CH 1/7 Estimating Calculations	CH4 Percentages of an amount
CH 4 Percentages of an amount	CH4 Fractions of an amount
CH 4 Fractions of an amount	CH4 Fraction problems
CH 4 Dividing and multiplying mixed numbers	CH4 Multiplying fractions
	CH7 Multiplying a decimal by a single digit
<u>Shape</u>	<u>Shape</u>
CH 5 Congruent Triangles	CH5 Tessellation/Regular Polygon Angles
CH 2 Perimeter of Shapes	CH5 Angles in Quadrilaterals and Triangles
CH 12 Constructing Triangles and Bisectors	CH5 Types of Angles
CH 2 Metric/Imperial Conversion	CH 2 Perimeter of Shapes
CH 14 Volume of a Prism (incl cylinder)	CH12 Constructing Angles, Triangles and Bisectors
CH 14 Surface Area of a Cylinder	CH 2 Metric/Imperial Conversion
	CH 14 Surface Area of a Cuboid
<u>Algebra</u>	<u>Algebra</u>
CH 6 Intersection of Straight-Line Graphs	CH 6 Coordinates and Plotting Straight Line Graphs
CH 6 Plotting Quadratic Graphs	CH 3 Expanding Brackets and Factorising
CH 3 Expanding Brackets and Factorising	CH 10 Solving Equations
CH 10 Solving Equations, Inequalities and Simultaneous Equations	CH 3 Rearranging Formula
CH 3 Rearranging Formula	CH 13 Sequences – the nth term
CH 13 Sequences – the nth term	CH13 Sequences – the nth term
<u>Data Handling</u>	<u>Data Handling</u>
CH 8 Scatter graphs	CH 8 Scatter graphs
CH 8 Averages – finding and comparing the median and range	CH 8 Averages – finding and comparing the mean and range
CH 8 Averages – Estimate the mean from a frequency table	CH 8 Construct a Frequency Diagram
CH 8 Constructing Stem and Leaf Diagrams	CH 8 Constructing Stem and Leaf Diagrams
CH 16 Probability – exhaustive events	CH 16 Probability – probability scale and exhaustive events

### Revision Resources

- 1) Please refer to the *Kerboodle* end of chapter review exercises to help you revise the questions and skills.
- 2) Use *MyMaths* to help you to understand the topics and try questions from the homework tasks.
- 3) Use <https://corbettmaths.com/> to view videos and further worksheets on the topics.



## English

Students will be provided with an extract from *The Tempest* by William Shakespeare that they will have studied in some detail in class. They will have to write about how **Shakespeare presents a character or characters** in this extract from the play.

We have been paying particular attention to Shakespeare's presentation of the character of Caliban, and students should revise the following scenes where he appears, including:

- what Caliban says
- how Caliban behaves
- what other characters say about him
- the relationship between Caliban and other characters

Act 1, Scene 2

Act 2, Scene 2

Act 3, Scene 2

Act 4, Scene 1

Act 5, Scene 1

There are numerous online versions of *The Tempest* where students can access the text of the play, including SparkNotes:

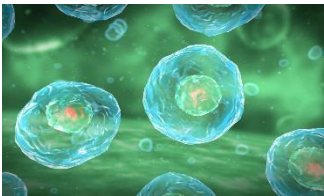
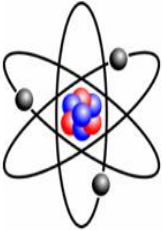
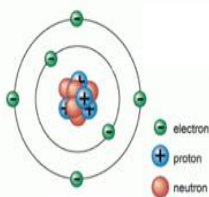

<https://www.sparknotes.com/shakespeare/tempest/>



## Science

In year 9, students will sit one 60-minute exam that will test them on the most recent topics in Biology, Chemistry and Physics. The checklist of what they need to learn is below.

### June exam - What do the students need to revise?

Biology	Chemistry	Physics
<p><b>Cell Biology</b></p> <ul style="list-style-type: none"> <li>○ Microscopes</li> <li>○ Animal Cells</li> <li>○ Plant cells</li> <li>○ Eukaryotic and prokaryotic cells</li> <li>○ Cell differentiation</li> <li>○ Specialised cells</li> <li>○ Calculations - microscopy: Actual, apparent, magnification</li> </ul> 	<p><b>Atomic Structure</b></p> <ul style="list-style-type: none"> <li>○ Elements, compounds and mixtures</li> <li>○ Atomic Structure</li> <li>○ Word and symbol equations</li> <li>○ Ions, atoms and isotopes</li> <li>○ Separating mixtures</li> <li>○ Fractional distillation and paper chromatography</li> <li>○ Electronic structure</li> <li>○ History of the Atom</li> </ul>  	<p><b>Energy</b></p> <ul style="list-style-type: none"> <li>○ Energy stores</li> <li>○ Energy Transfers</li> <li>○ Gravitational Potential energy GPE</li> <li>○ Kinetic energy KE</li> <li>○ Elastic potential energy</li> <li>○ Converting GPE to KE</li> <li>○ Calculating efficiency</li> <li>○ Power</li> <li>○ Renewable and non-renewable energy resources</li> </ul> 

### What resources can they use to help them to revise?

Revision guide

BBC Bitesize <http://www.bbc.co.uk/schools/gcsebitesize/science/aqa/>

S-cool <http://www.s-cool.co.uk/gcse/>

AQA website – [AQA | Science | GCSE | Combined Science: Trilogy](#)

<https://sites.google.com/view/scienceteacher/home>

[Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)



### **What revision strategies can they use?**

Make revision cards (keywords and definitions, Look/cover/and then write down main key ideas

Mind maps

Use post-it notes

Use past papers and mark schemes

- <http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources>
- Teach someone or record revision podcast

### **Access Arrangements**

Some students will be entitled to additional support in their GCSEs, known as examination access arrangements. Such arrangements could include a candidate having extra time, using a computer, having access to a computer reader, having a prompter or using a scribe. Other forms of support are also available. The intention behind an arrangement is to meet the particular needs of individual candidates without affecting the integrity of the exam.

The regulations are set out clearly by the Joint Council for Qualifications (JCQ) and strict guidelines are in place with regard to who may carry out the testing, what evidence is needed to support the application and under what circumstances candidates may have an access arrangement. These guidelines are updated yearly.

Year 9s have recently taken part in testing to start the process of identifying the need for access arrangements. This is the first step in building relevant evidence to confirm arrangements ahead of Year 10 mocks and the final examinations in Year 11.

We use the Year 9 mocks as further evidence to identify specific needs and establish normal way of working patterns. To do this successfully, in most cases, we need to allow candidates the opportunity to complete assessments prior to an arrangement being awarded. There will be some candidates who have an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties. These candidates will already be known to the SEND team and we will support them through the exams accordingly. Please be aware that access arrangements will not be finalised prior to the Year 9 exams.