



Ark John Keats  
Academy

# End of Term Exams

## Year 9 Parent Information Booklet

This booklet contains details of the assessments that pupils will be taking over the next couple of weeks. Most of these exams will be during assessment week (5<sup>th</sup> – 8<sup>th</sup> December). Pupils will receive the details of when they will sit these assessments as it varies depending on which class they are in. Pupils will sit the exams in the hall in exam conditions.

Please contact [j.witford@arkjohnkeatsacademy.org](mailto:j.witford@arkjohnkeatsacademy.org) if you have any other queries about the assessments.



In Art this term, your child has been working on their '**Abstract Cityscape**' project. All pupils have explored their own **surroundings** through observational drawing and developed **opinions** on Abstract artwork. Pupils have learnt how to create a **cityscape** in perspective, as well as completed **artist research** to discover the theory behind our artist of the term **Hundertwasser**. Pupils have used a range of **drawn and painterly** techniques to extend their knowledge.

Your child has developed some of their **own ideas and research** to use within their final piece, in order to make their piece more personal. Your child has created a test piece to help them prepare for their final piece and expand their **abstract ideas**.

Your child's **AP1** will be made up of a practical assessment 60% and a written theory assessment 40%.

**In your child's practical assessment they will be assessed on:**

- How successfully they convey a combination of Abstract and Reality within their cityscape.
- How successfully they have used the formal elements within their cityscape.
- How successfully they are using a variety of materials (e.g. Painted texture, shadow, gradient).

**In your child's written theory assessment your child will be assessed on:**

- Their extended knowledge of the elements (recapped since September, e.g. form, pattern).
- Their ability to explain and justify ideas explored within the project (e.g. abstract concepts).
- Their ability to explain the techniques and processes of painted and drawn methods learnt throughout the year (e.g. perspective, tone, texture).
- Their ability to make specific assessment comments about example work.

**Your child can prepare for their final piece by:**

- Carefully reading and considering the success criteria stuck in their sketchbook.
- Ensuring they have acted upon their 'improves' from their test piece.
- Coming back to the Art room if they need to catch up, or want to recap anything.
- Making sure they have everything they need to create their final piece.

**Your child should revise for their written theory assessment by:**

- Using their revision booklet to practise writing out the definitions of the formal elements.
- Practice writing out reasons for using a mind map, the process of drawing perspective and creating tone.
- Practice writing specific evaluation comments about their own and example artwork.

**You can help by:**

- Testing your child on their knowledge of the formal elements and their definitions.
- Ensure that your child always completes drawn examples in pencil, not pen.
- Ensuring that your child is completing their revision booklet to the best of their ability.
- Discussing the GLOWs and IMPROVEs of your child's test piece and how they can make adjustments to their final piece (referring to the success criteria in your child's sketchbook).



In English this term, pupils have been studying *Jane Eyre* by Charlotte Brontë. They have also been improving their writing accuracy in Grammar lessons and boosting their vocabulary and comprehension through Reading for Pleasure.

**Their first assessment will be:**

- To write an essay in response to a question on *Jane Eyre*. They will be marked for the quality of their response as well as the accuracy of their writing.

**Your child should revise by:**

- Completing the activities in the revision booklet
- Read the text again so they know where to find key quotations
- Read over their notes in their exercise books
- Learn spellings and meanings of keywords in their glossary and vocabulary pages in their planner
- Have a go at the *Jane Eyre* quizzes at [www.iamlearning.co.uk](http://www.iamlearning.co.uk)
- Practise writing analytical paragraphs, using the examples they have worked on in class to help them improve on their targets from the last assessment
- Read through their spelling booklets, practising words they spelt incorrectly

**You can help by:**

- Check that they are completing the activities in the revision booklet
- Quiz them on keywords and definitions from the glossary and vocabulary pages in their planner
- Ask them to teach you the new vocabulary they have learned and what it means
- Ask them to tell you about the sort of person Jane Eyre is
- Ask them to give you a summarised version of the story
- Ask them to tell you all they know about the Victorian era (the countryside, education and religion)
- Encourage them to talk them through the work they have done on *Jane Eyre* in their exercise books
- Ask them to teach you the new vocabulary they have learned and what it means

## French



This term in French pupils have been studying **‘Les vacances’** and have learnt how to talk about their holidays using vocabulary linked to countries, activities, transport and food.

For AP1 they will sit **a listening and speaking exam**. The speaking exam will take place the week commencing the 28<sup>th</sup> November.

Pupils’ assessments will cover **everything we have studied since September**.

For the **listening** exam, pupils will listen to a series of short extracts in French and answer questions about the extracts in English.

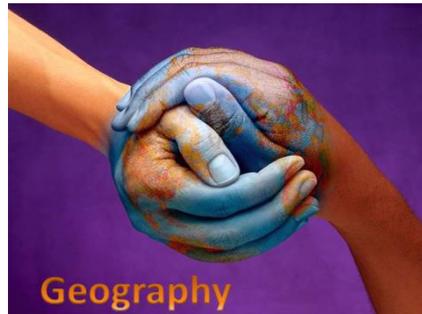
For the **speaking** exam, pupils will be asked 5 questions in French and they will need to respond in French.

### How your child should revise:

- Use notes in their exercise books
- Practice key verbs and say them aloud
- Read paragraphs in their exercise book aloud
- Complete the AP1 revision booklet
- Create a revision mind map on the vocabulary of the topics above on the A3 paper provided
- Review their mastery quizzes, marking and previous feedback to focus on their areas for development

### How you can help:

- Test them on the key vocabulary from the topics above (cover the English, get your child to read the French and then tell you what it means in English)
- Ask them to teach you the new vocabulary that they have learnt and what it means in English
- Use the AP1 revision booklet to test their learning
- Ask your child to read you a paragraph they have written in French and get them to tell you what it means in English.
- Help them review their mastery quizzes and marking feedback to focus on areas for development.



This half term pupils have been studying Development and Globalisation. Their assessment will have two sections; one for each unit.

For each unit, there will be a mixture of multiple choice, short and long answer questions. They will need to recall key facts and definition, look at images and graphs and write paragraphs to explain key ideas we have focussed on. The extended answers will be focussed on our key case studies: Zimbabwe, Rwanda and China.

### **How your child should revise:**

Complete the revision pack in full. Check all classwork is complete and catch up any work they have missed. They should also make sure all their unit passports are complete and all improves are finished. Make sure they have a strong grasp of key evidence from their case studies, and can use these to explain their thinking around development in Zimbabwe and Rwanda and globalisation in China.

### **How you can help:**

- **General revision** – read over your child’s exercise book, making sure all improves are complete and there is no work missing. Check your child has completed their whole revision pack and the level of effort matches what you can see in their class book.
- **Multiple choice and shorter answer questions**– ask your child questions from their mastery quizzes and check they can explain the correct answer to you. Read over their glossary and test them on the key terms recorded there.

**Case study answers: Zimbabwe, Rwanda and China** – read through your child’s longer answers on these topics. Ask them to explain the key questions written in their book, and listen to them develop their thinking in detail. Ask them to share evidence for their ideas with you, and check that this evidence is accurate and specifically linked to the country of study. Review their glows, improves and grow tasks and check that your child can explain why these ideas are important, and how they will add them into their work next time.





This term in Maths pupils have been studying coordinates, straight line graphs, sequences, expanding and factorising brackets & re-arranging formula.

For AP1 all pupils will sit a non-calculator core paper that is one hour long. All pupils will then sit an additional 30 minute paper which will be either a consolidation or extension paper depending on the group they are in.

This assessment will include topics from year 7 and 8 as well as the topics we have covered this term.

**Your child should revise by:**

- Completing the revision booklet that they have been given by their teacher and seeking help if there are topics they do not understand.
- Looking through the notes from their exercise book and making flash cards to learn keywords.
- Logging on to [www.mymaths.co.uk](http://www.mymaths.co.uk) with the username 'arkjohn' and the password 'calculate1'. On this website there are lessons that explain all of the topics we have covered this term. They can go through the lesson themselves and then complete the online homework to test their understanding.

**You can help by:**

- Asking them to show you how the website [www.mymaths.co.uk](http://www.mymaths.co.uk) works. You can look at the scores they have been getting in the 'my results' section.
- Asking them to show you their revision booklet and checking that they have completed the working out for each question.



Since September pupils have worked on two topics in Music: 'Pachelbel's Canon', where they developed their keyboard technique and learnt to play Pachelbel's Canon, creating a remix of the piece, and either 'Remixing in Logic Pro', where they have begun to learn about music technology and using technology in order to create their remixes or 'club dance music', where they have developed playing and composition skills to learn about a new style of music.

**They have already completed their practical assessment for AP1, with a performance of their Pachelbel's Canon Remix. They were assessed on:**

- The accuracy of their notes.
- Performing in time.
- Working well as part of a group.
- Remixing ideas and creativity.
- Rhythmic variations.

**In the written part of their assessment they will be assessed on:**

- Their understanding of treble and bass clef notation.
- Working out chords in different keys.
- Identifying whether music is major or minor.
- Writing a rhythmic variation.
- Explaining how to use Logic Pro and the steps to record a piece in or Knowing and explaining what club dance music is and the difference between House music and Drum 'n' bass (depending on which class you are in).

**Your child should revise by:**

- Completing the activities on the revision sheets.
- Listening to a range of music and describing the pieces using the headings on your revision sheets (Instruments, Key, Dynamics, Tempo, Pitch).
- Using these quizzes to revise major and minor keys and bass clef notation:  
\*<http://eartrainingpro.com/exercises/major-and-minor-chords/start>  
\*[http://www.musictechteacher.com/music\\_quizzes/aq\\_bass\\_clef\\_words/quiz.html](http://www.musictechteacher.com/music_quizzes/aq_bass_clef_words/quiz.html)
- Practice the steps of using the Logic Pro software by coming to practice time OR listening to pieces of club dance music and comparing the features of house and drum 'n' bass (depending on which class you are in).

**You can help by:**

- Testing your child on chords and notation using their revision booklets.
- Ask them to analyse their favourite pieces of music using the headings which they have been given and then asking them to explain their answers to them.
- Making sure that they complete the activities on the revision sheets, and mark them in green pen using the answer sheets.





## Science

This term in Science pupils have been studying **Biology and Physics**. Pupils have learnt about interdependence, cell structure, and motion mechanics.

For AP1 pupils will **sit 3 papers** which will last **30 minutes each and have 30 marks available**.

Pupils' assessments will include **everything they have studied in Year 9, and chemistry in Y8** and will assess them in a range of different ways:

- Short and extended answer questions.
- Questions based on graphs.
- Questions asking pupils to explain why things happen and how they are linked together.

To make great progress, your child must show a great understanding of:

- How **communities** interact with each other.
- Examples of **biotic** and **abiotic** factors in habitats.
- How animals are **adapted** to their environments.
- Different types of **microscope** and what they are used for.
- Types and parts of **prokaryotic** and **eukaryotic** cells.
- **Diffusion, active transport** and the movement of substances.
- **Distance and displacement** graphs and how to interpret them.
- How to calculate **speed, distance** and **time** using given data.
- What **speed** and **acceleration** are.
- **Atomic** structure, the **periodic table, compounds** and **mixtures**.

**Your child should revise by:**

- Completing **weekly revision homework** in their **revision pack**, using their notes to support them.
- Using their **notes from lessons** (in their books)
- Learning spellings and meanings of **keywords**
- Using online resources like **BBC Bitesize**. Find it by searching on Google for 'BBC GCSE Science' and click on the relevant topic.
- Reflecting on **previous assessment feedback**, and focus on those areas for development.

**You can help by:**

- **Quizzing** your child on keywords and definitions from their science book.
- Asking them to explain concepts and what they have been learning.
- Asking them to **describe the practicals** they have carried out, what they found out and what the variables were.
- Helping them **review their mastery quizzes** and **marking feedback** to focus on areas for development.