



Ark Charter  
Academy

# Assessment Point 2

## Year 9

# Parent Information Booklet

This booklet contains details of the assessments that your child will be taking in the upcoming half term. These assessments will take place during assessment weeks (18<sup>th</sup> March-22<sup>nd</sup> March). Please refer to the assessment timetable overleaf, in some subjects the date the students will sit their assessment varies depending on which class they are in.

You will receive an interim report following these assessments so you can see how your child is progressing.

Please contact [w.brombley@charteracademy.org.uk](mailto:w.brombley@charteracademy.org.uk) if you have any other queries about the assessments.

## Assessment weeks 18<sup>th</sup> March-22<sup>nd</sup> March

If your child's classes are the subject code followed by A-1, A-2 or A-3 they are in the A band.

If your child's classes are the subject code followed by B-1 or B-2 they are in the B band.

Option classes are shown on timetables with the subject code followed by C-1 etc. if they are in C block or A-1 etc., if they are in A block.

Year 9

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
8.50am 9A English 1h15m*	8.50am 9B English 1h15m * 9.15am 9A Maths 40m	<b>Tut</b>	<b>Tut</b>	<b>Tut</b>
		P1	P1	P1
P2	P2	P2	P2	P2 9A History 45m 9A Geography 40m
P3	P3 9C-1 RE 1h	P3	P3	P3 9B History 45m 9B Geography 40m
P4	P4 9C-1 Media Studies	P4 9A-1 Business 30m French 40m	P4	P4
P5	P5 9A-1 Media Studies	P5	P5	P5
P6 9B Maths 40m	P6	P6	P6 9C-1 Business 30m	P6 Spanish 40m

\* Please be aware that students in 9A1, 9A2 and 9A3 for English should go straight to their English lesson on Monday 18<sup>th</sup> March instead of attending tutor time.

\* Please be aware that students in 9B1 and 9B2 for English should go straight to their English lesson on Tuesday 19<sup>th</sup> March instead of attending tutor time.

## Changes to Assessment Point 2 for 2018-19

This year the Ark network of schools have changed their assessment cycle and only Year 11 and students in Ark sixth forms will be sitting formal assessments in all subjects in the Spring term.

For students in year 9 teachers will be asked to report whether each student is currently exceeding, meeting or below expectations in each subject. In some subjects, such as English, students will sit a formal assessment to inform teacher judgements. In other subjects, such as Science, teachers will base their judgements on the continuous assessments due to the number and regularity of different formative assessments completed throughout the term,

More information regarding the assessments in each subject is listed in the following pages.

### **Will we still receive an interim report?**

Yes, you will receive a report which will inform you of how your child is progressing in relation to expectations and also their ATL grade. You will receive a further report in the summer term which will inform you of the grade your child achieved in their end of year assessments.



**Assessment title:**

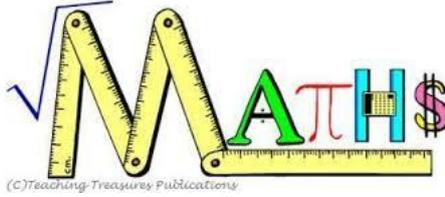
This term, your child will complete an English exam in the Hornpipe Theatre on Shakespeare's *Romeo and Juliet*, which they have been studying in class since the start of the Spring term. In this exam, to mirror the new GCSE style questions, students will be asked to analyse an extract from the play and answer a question based on both the extract and the play as a whole. They will be marked for reading and writing, which will make up their overall grade.

**Topics being covered:**

- *Romeo and Juliet*, by William Shakespeare
- The context of the Elizabethan Era
- Analytical essay writing skills
- New vocabulary, spelling, punctuation and grammar

**How you can help your child to achieve their best:**

Students need to spend time revising key vocabulary and concepts they have learnt during their study of *Romeo and Juliet*. Your child will be provided with a knowledge organiser for the topic, which you can spend time testing them on in the run up to the exam. Students should also be encouraged to re-read key extracts from the play, which we've studied in class, at home. You can support by discussing meanings of the extracts and key vocabulary, highlighting in the glossary to support students understanding to the text.



### **How your child will be assessed:**

In Autumn 2 all students in Year 9 will sit one holistic assessment papers. The assessment will be 40 marks and for 40 minutes

The exam covers content covered over the year so far.

### **Topics tested include:**

- Coordinates and midpoints of lines segments
- Linear graphs
- Direct and inverse proportion
- Calculate with scales
- Standard form
- Arithmetic and geometric sequences
- Expand and factorise quadratic expressions
- Change the subject of formulae
- Construction
- Angles in polygons
- Pythagoras
- Trigonometry
- Probability
- Congruence
- Enlargement and similarity

### **How you can help your child revise:**

Maths is best revised in regular short sessions. 15 to 20 minutes every night is far more beneficial than several solid hours on the weekend.

Please encourage your child to use [hegartymaths.co.uk](http://hegartymaths.co.uk). This website covers all topics listed here with video explanations and mini-tests.

Please also encourage your child to speak to their maths teacher if they have any questions or concerns.



## Science

### **How your child will be assessed in year 9:**

Students will cover separate science (biology, chemistry & physics) and sit continuous assessments across the spring term. These will cover a sequence of mastery quizzes, teacher assessed tasks and end of topic tests. Students will therefore not sit a set of mock assessments in the spring term.

Continuous assessment is an ongoing and regular assessment of the students learning performance in relation to the topic students are covering – this is accompanied by regular feedback on which students and teachers can address misconceptions.

In the summer term students will be assessed on content covered in autumn, spring and summer.

Each assessment will assess a variety of skills including working scientifically, apparatus and techniques (practical skills) and maths mastery.

### **Autumn topics covered:**

- 1 – Cell structure**
- 2 – Atoms, elements & compounds**
- 3 - Energy**

### **Spring topics covered:**

- 1 – Cell division**
- 2 – The periodic table**
- 3 – Energy transfer by heating**
- 4 – Organisation: Animals and the digestive system**
- 5 – Energy stores**
- 6 – Organisation: Animals and plants**

## **7 – Electricity: Circuits & potential difference**

### **Summer topics covered:**

**1 – Bioenergetics: Respiration**

**2 – Electricity in the home: Domestic uses & safety**

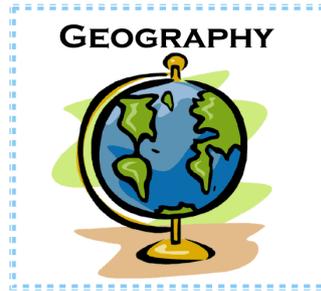
**3 – Ecology: Adaptation, interdependence and competition**

**4 – Molecules & matter**

### **How you can help your child at home:**

Please discuss with students at home the content they have covered this year, students should be encouraged to approach their teachers prior to the end of topic assessments which are sat fortnightly with any areas of concern.

Please check that students have entered any Science homework into their planners and check that this has been completed by the set deadline.



Students in Year 9 started the AQA Geography course in September. Since then they have covered: tectonic hazards, weather hazards and UK extreme weather. They are currently studying Climate change.

### **The Assessment**

The assessment for Year 9 is a 40 minute written paper that covers the topics that students have studied since September.

### **Your child should revise by:**

- Reading through their classwork
- Revising key concepts and important geographical concepts
- Read around the topics that we are covering in the classroom. They may find useful information on BBC Bitesize.

### **You can help by:**

- Testing them on key concepts/words and geographical concepts
- Encouraging them to complete revision at home
- Asking them to use geographical terms to describe the world around them



### **How your child will be assessed:**

- They will complete the thematic overview section of the unit 1 Warfare through Time GCSE paper.
- This will take 50 minutes.
- It will be carried out in class
- Silent and independent work, without use of books, notes or plan
- All assessment questions will be unseen before the exam

### **Topics covered:**

- The nature of warfare from 1250-present (weapons, strategy, tactics and composition)
- The experience of warfare from 1250-present (recruitment, impact on civilians, training and supplies)
- Key battles: Falkirk, Agincourt, Naseby, Waterloo, Balaclava, Somme and the Iraq War.

### **How you can help your child at home:**

You can help your child to revise using the revision they create in class. This could be testing them on key words, dates or people. They also receive revision homework that focuses on the key battles. Please make sure they complete this.



### **How your child will be assessed:**

- Skills assessed:
  - Listening: 20 mins
  - Reading and translation: 20 mins
- Carried out in class
- Silent and independent work, without use of books, notes or plan
- The assessment questions must be unseen before the assessment

### **Topics covered:**

The assessment will focus on the topic covered in class. Students will be expected to understand people talking about their school and education:

- School subjects and opinions
- Opinion about the school uniform
- School facilities and regulations
- Future plans for education
- Clubs and extra-curricular activities

### **Grammar skills will include:**

- the use of the present tense
- the use of comparative and superlative
- the use of the near future tense
- higher standard opinion structures

### **How you can help your child at home:**

You can help your child to revise using their vocabulary list provided and studied during this half-term.



## GCSE RE

### How your child will be assessed:

- Time: 1 hour paper for mock paper ( 10 questions ranging from 2 marks-15)
- Carried out in class
- Silent and independent work, without use of books, notes or plan
- The assessment question used must be unseen before the assessment begins

### Topics covered:

- Christianity: Nature of God, Incarnation, crucifixion, resurrection, pilgrimage, baptism, Eucharist, worship and charity.
- Islam: Nature of Allah, Tawhid, Risalah, Halal, Haram, Jihad, foundations of faith, five pillars, and the ten articles of faith.

### How you can help your child at home:

You can help your child to revise using the revision they create in class. This could be testing them on key words, dates or people.



### **How your child will be assessed:**

This year in Art students are producing their first unit of coursework based on the theme 'Food'. Students are following the AQA Unendorsed Art GCSE specification where coursework is 60% of the GCSE. Students were introduced to the 'Food' topic in the autumn term by researching a range of artists as part of their contextual studies. In the autumn term and spring term students explore the recording element of the assessment objectives; drawing from primary and secondary sources in a range of materials learning control and manipulation of styles and techniques. Students also create their own ideas as well as consolidate their knowledge and understanding of the theme and a variety of artist approaches. In the summer term students will focus on design ideas for a final piece which should be a personal response to the theme that shows links to the work of others as well as refining student's ideas and use of materials.

### **The assessment:**

There are four elements to the Art GCSE assessment, contextual studies, use of materials, recording ideas and the final piece. Students' work is assessed throughout the year and culminates in a mock exam held at the end of the year. The Art mock exam is held within the classroom but will follow normal exam conditions in which students are expected to produce their final piece.

### **Areas of study include:**

- Assessment Objective 1 - Contextual Studies.  
This includes artist studies; written analysis and copies of artists work, adopting the techniques and styles of other artists and visits to art galleries and museums.
- Assessment Objective 2 – Refinement of ideas and materials.  
This includes experimenting with a range of processes and materials, presentation of pages, refinement and control of materials and techniques, designing and creating ideas for a personal response.
- Assessment Objective 3 – Recording Ideas.

This includes mind maps, mood boards, photography, drawing, annotation of thoughts, ideas and intentions throughout preparatory pages.

- Assessment Objective 4 – Realising intentions to create a personal response.

This is the final piece that is produced at the end of a unit of work or project. It should be the culmination of research, experimentation, artist study and design.

### **Areas of study in the spring term include:**

- The artists Nancy Standlee and Kim Blair.
- Student's choice of contemporary artists from the paper provided and internet searches.
- Primary source drawings from themes surrounding 'Food'.
- Design ideas that incorporate areas of research, artist links and the theme itself.

### **Your child should revise by:**

- Working in their sketchbook at home on a regular basis to refine and complete class work tasks.
- Practising observational drawing to improve their skill and capability.
- Designing and creating personal ideas for a final piece.
- Attending school interventions wherever possible and when needed.

### **How you can help your child to achieve their best:**

- Providing a suitable area for students to complete homework tasks to the best of their ability.
- Ask questions surrounding homework and topics to support understanding.
- Encourage gradual independence, whilst reminding students of the homework times and expectations regarding effort.
- Offer advice and help if needed.
- Praise and encourage your child to help them develop confidence.
- Share discussions regarding the use and importance of art within society, life and careers.
- Contact the art teacher or art department if you have any concerns or questions or would like copies of task lists.
- Encourage students to visit art galleries and conduct their own research.





## MUSIC

This year in Music we are learning from the new Edexcel GCSE specification. We started in the Autumn Term by looking at basic music theory and consolidating our knowledge of reading music, chords and key signatures and other musical theory in the context of analysing and composing. This term they are studying two set works one by one by Queen – Killer Queen and Star Wars by John Williams. They will also be composing a piece of film music.

### **The assessment:**

There will be three elements to their assessment, in line with the GCSE specification: composition – a 2 minute piece of film music, a solo performance and listening question based on Killer Queen and Star Wars by John Williams. The composition will be an assessment of their classwork and the performance will be based on the pieces that the students are working on in their peripatetic lessons. The listening assessment will be based on the set works and include specific musical vocabulary, terminology and melody analysis.

### **Your child should revise by:**

- Practicing their performances pieces every day.
- Revising musical terminology and the definitions.
- Listening to a variety of musical genres.

### **You can help by:**

- Encouraging them to revise musical vocabulary
- Encouraging them to practice – 10/15minutes a day will make a huge difference.
- Testing them on music terminology.



# Business Studies



## What has been covered in the term:

Following the introduction to some of the fundamental Business Studies concepts, students have been looking at setting up businesses in more depth. Students have been learning the processes of setting up a business and the different legal structures available to businesses. These first two units will form the foundations for the remaining Business Studies content. More recently, students have been introduced to the concepts of Marketing and Market Research.

## What the assessment covers:

The students' assessment will be based on the work they have been completing in lessons throughout this year. This includes the following topics.

- Stages of Production
- Entrepreneurs
- Market Mapping
- Competition
- Risk Taking
- Ownership Types
- Stakeholders
- Market Research

## Nature of the Assessment:

The assessment for this term will be a mock exam. This will be performed in normal exam conditions and will test students' knowledge in a variety of ways including:

- Multiple choice questions
- Short written answers
- Extended essay-style answers

## How the student can revise:

Revision for the assessment is vital. There are a number of ways that students can revise for Business Studies including:

- Students can access their own work from their folders or the computer network to check what they have done.
- Students can access the lesson resources in the Student Shared Area (this includes mock exams and mark schemes).
- Use online resources to help (Tutor2U, Business Studies Online and BBC Bitesize are all good).
- Actively discuss businesses and experiences with them.

## How you can help your child at home:

Wherever possible, your contribution to the student's success is encouraged. There are several ways in which you can do this including:

- Making a suitable, quiet revision space available.
- Ask them to share with you what they learnt in lessons and challenge misconceptions.
- Share news stories relating to business real life.
- Share your experiences of the work environment with them.
- Ask them to demonstrate their knowledge of key terms with you.



**Assessment title:**

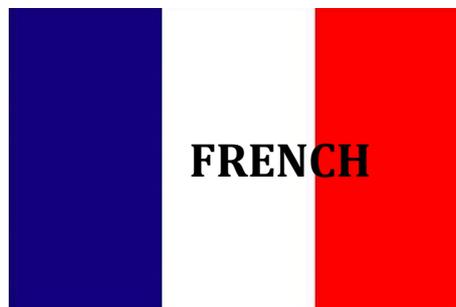
This term, your child's grade will be determined by an analytical exam style question of a media product they will study in class, as well as a non-exam assessment where students will create their own media product in response to a brief.

**Topics being covered:**

- Media language: how media products communicate meanings through their use of codes and conventions.
- Representation: how the media portray events, issues, individuals and social groups.
- Media industries: how the media industries' processes of production, distribution and circulation affect media forms and platforms.
- Audiences: how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves

**How you can help your child to achieve their best:**

Students need to spend time revising key terminology they have learnt so far in class. Students will be provided with revision resources to help prepare for the exam style question they will complete in class. You can support students by ensuring that they are working through revision resources and testing them on media language covered in the unit. They will also be able to complete planning and development work for their non-exam assessment, such as researching products, collecting images, experimenting with various designs and evaluating their work.



### **How your child will be assessed:**

- Skills assessed:
  - Listening: 20 mins
  - Reading and translation: 20 mins
- Carried out in class
- Silent and independent work, without use of books, notes or plan
- The assessment questions must be unseen before the assessment

### **Topics covered:**

The assessment will focus on the topic covered in class. Students will be expected to understand people talking about their home:

- Physical description of the accommodation they live in
- Household chores
- What their ideal home would be like

### **Grammar skills will include:**

- the use of “il y a” and “il n’y a pas de” (there is/ there is not)
- the use of various adjectives, their place in the sentence and their agreement
- the use of modals (I have to)
- opinion structures
- the use of the conditional tense

### **How you can help your child at home:**

You can help your child to revise using their vocabulary list provided and studied during this half-term.



- Types of bones
- Types of joints
- Joint actions
- Structure of a synovial joint (knee)
- Structure of the spine and posture

#### Muscular System

- Types of muscle
- Structure of the muscular system
- Muscle movement and contraction
- Muscle fibre types

#### Cardiovascular system

- Structure and function of blood vessels
- Structure of the heart
- The cardiac cycle
- Cardiovascular measurements
- Blood Pressure

#### Respiratory system

- Structure of the respiratory system
- Functions of the respiratory system
- Lung volumes

#### Energy Systems

#### Effects of Health and Fitness Activities on the Body

- Short-term effects of health and fitness activities
- Long-term effects of health and fitness activities

#### **You can help your child at home:**

- \* Helping pupils understand the benefits of participating in physical activity and that they are able to identify each as a Physical, Social or Mental benefit.
- \* Encourage participation to extra-curricular activities
- \* Reviewing and revising the definitions of key terms around the subject
- \* Using websites for preparation for end of term topics (e.g. BBC bitesize)