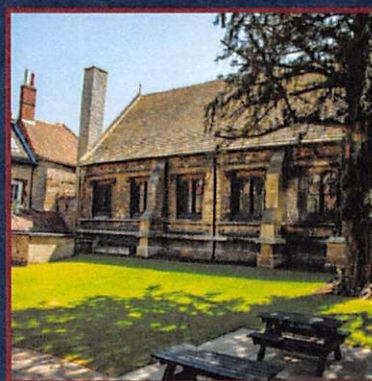
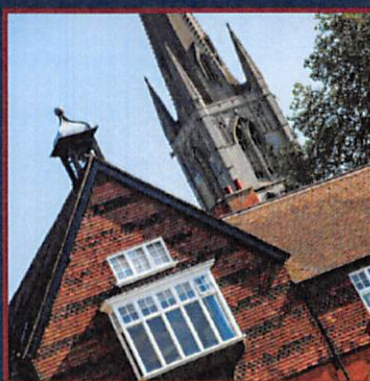
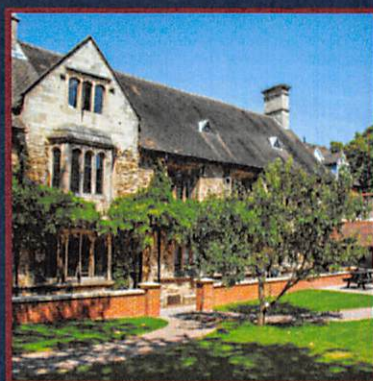




THE KING'S SCHOOL

GRANTHAM

Isaac Newton's School



YEAR 9 END OF YEAR EXAMS 2017

REVISION BOOKLET

CONTENTS

	Page
Introduction	2
Ten Top Tips for Successful Revision	3
Timetabling your revision	4
Revision Strategies	5
Stress Busters	15
Worry Busters	16
The Day of the Exam	17
Revision Planners	18
Subject Information	22

Introduction

This booklet is designed to help you prepare for your end of year exams. You will have exams at the end of the year for the rest of your school career, so you need to start learning how to prepare successfully and get the highest grade you can.

The more organised you are, the easier it will be for you to revise. Many students find it difficult to get started and waste a lot of valuable time because they cannot find the notes they need or their original exercise books for each subject.

When you revise, it is important to use techniques that will help you remember facts. Do not just spend time reading and re-reading your notes in the hope that somehow you will take everything in.

You will need to make a real effort to learn what you are reading and that means working on your notes and using strategies that will help you to focus on each topic and pick out the key facts and fix them in your mind. The first part of this booklet offers a series of methods to aid you with revision. In the final section, Subject Leaders have provided a breakdown of what each exam will involve.

Ten Top Tips for Successful Revision

- Find a good place to work where you cannot be disturbed or distracted.
- Draw up a plan of what you are going to revise and when. Give yourself targets to achieve when revising.
- Don't work for too long at any one time and take regular breaks of 5-10 minutes during revision.
- Eat, sleep and live healthily during revision time and during the exams. Make sure you have breakfast on the day of exams.
- Try to vary the ways you revise, don't just sit reading a book. There are lots of ideas in this booklet to help you.
- Revise with a friend, talking to someone about a topic/problem often helps your memory.
- Test yourself (or get someone to test you) regularly without looking at your notes.
- Re-visit topics/subjects regularly to help you memorise them effectively.
- Mix up your weak and strong subjects when you revise.
- Make sure whatever revision you do you make it stick – don't convince yourself you have revised by sitting in front of the TV with your book on your lap!

Timetabling Your Revision

Organising how, where and when you are going to revise is very important and varies for everyone. Good advice is to write out a timetable which you can stick to no matter what the subject.

Warm up your brain

It is always a good idea to warm your brain up before you start to revise. Try some of these:

What If...?	Invent A Name	It Does What?	Plus points, Minus points, Interesting points
◊ The moon was made of cheese	◊ A shampoo that instantly gave you curly hair	◊ Oxyputer	◊ Everyone should wear a mood badge
◊ All the grass disappeared overnight	◊ A robot that takes your dog for a walk	◊ Kangastep	◊ All children should adopt an elderly neighbour
◊ Water was poisonous	◊ A pair of glasses which shows you what's happening behind you	◊ Aquadigger	◊ All cars should be painted blue

Set a target and time

Decide what you want to accomplish by the end of your study time and set little targets within this time. Try not to be unrealistic to avoid rushing and missing key points.

Set a reward

When you have set a target and time frame think of a reward you can enjoy when, and only when, these are met. This could be anything from chocolate, playing a computer game or meeting up with friends.

Choose a suitable place to revise

Only you know where you work best and won't be easily distracted, try to think of a place, or better a couple of places, where you will not be tempted to check Facebook, your phone or top up your drink, etc.

Plan in breaks

Plan breaks at sensible intervals when you can stretch your legs, get a drink and have a short change of scenery. Booking in your lunch break to have a shorter afternoon session than the morning session will make the time go faster.

How well did you do?

When your time is up look over your progress, have you accomplished all you set out to do? Is there anything you could add next session? Is it time for your reward?

Revision Strategies

In the weeks before the exams, plan a revision programme. Make a list of the topics you need to revise for each subject and draw up a revision timetable. Use the revision programme sheets provided in this booklet to plan your study.

There are many ways to revise. A list of strategies is provided below followed by more detailed explanations of a number of specific strategies.

INDEX CARDS

The main points can be written out on cards to carry round with you. You can even design coloured symbols on the back. The symbols can then be used as a trigger for your memory.

POST-ITS

Stick post-its with key ideas in your bedroom, hallway or around the house. They can be re-ordered on a flat surface.

POSTERS

Dramatic and colourful posters which summarise ideas visually can be placed at eye level, or above.

REVIEW TO MUSIC

An enjoyable, easy way to remember. Music with 60-70 beats per minute is supposed to be the best to help your long term memory.

DRAMATIC MONOLOGUES

It can help you remember if you speak out loud, especially if the voices are outrageous.

GET A MANAGER

Make an arrangement with someone (other than a teacher) to listen to, test or interrogate you at fixed times.

HIGHLIGHTER PENS

Practice picking out the main points with a highlighter. Ask your teacher if you're right then have another go with something else.

AGAINST THE CLOCK

Make a game of answering as many questions as you can against the clock. Keep trying to beat your last score.

PRIZE BRIBES

Ask your parents to reward you with something good for reaching a target you set yourself.

VISUALISE IT

Conjure up pictures in your mind of what you're revising.

MAKE IT SILLY

Think up silly suggestions. Things that make us smile get remembered more easily.

TALK INTO A TAPE

This way you have to think about what goes in – and listen to what comes out.

POINTS OF VIEW

In partner revision, or by yourself, take one person's point of view – then swap over and argue the other side.

INTERVIEW

Set up an interview situation – but the questions are on what you're revising.

WALKABOUT

Help your memory by learning things in different places and unusual locations. Learn different chapters of a book, say, in different rooms. Or put index cards on the floor in different sequences and walk between them, memorising as you go.

COLOUR CARDS

Colour code your revision cards to help you.

DIAGRAMS AND FLOW CHARTS

Tree charts, flow charts, spidergrams, split lists, sets – all are useful for organising your thinking.

MNEMONICS

These make words out of the first initials, e.g. CHOPINS – Carbon, Hydrogen, Oxygen, Phosphorous, Iodine, Nitrogen, Sulphur.

READING OUT LOUD

Saying things out loud can help you by making you slow down and organise your thoughts.

TEST, COVER AND RE-TEST

Learn something, cover it and test yourself – then check. Repeat until a genius.

WORD GAMES

Use word games, e.g. a Stalagmite MIGHT reach the ceiling, and a Stalactite holds TIGHT to the ceiling.

BUDDY TESTING

Revise with a friend or group of friends. Some people do well when they bounce ideas off others.

PUZZLES

Make logic games, anagrams or puzzles out of what you're revising e.g. codes, symbols or crosswords.

POEMS

Make your subject matter into a rhythmical poem. Remember the rhythm – remember the facts!

KEEP A REVISION JOURNAL OR DIARY

For some, this allows a feeling of progress and a way to track your own progress.

COLLAGE

Make a collage of your main facts, pictures, symbols, cuttings, quotations, formulae etc.

JOURNEY ROUND THE KNOWN UNIVERSE

Put key ideas, cards or summaries at eye level around your room, in sequence. Visit them in order – then imagine you're visiting them. What do they say?

INSIST LISTS

Make lists of your MUST DO jobs – and carry them with you everywhere.

Command Words

So often time and marks are wasted by not **reading a question correctly** or by 'waffling', it is important that you **recognize and understand** the command words within the question before you attempt it to maximize your marks:

Describe	To provide a detailed account of a topic and give reasons for it.
Explain/Give Reason For/Account For	To give a clear account of your knowledge and understanding, or give reasons for why something is so.
Compare	To show how two, or more, things are different or similar.
Analyse	To identify important features of a subject and separate it into parts and examine how they relate to one another.
Clarify	To give reasons for.
Criticise	To examine all the positive and negative aspects of a topic.
Demonstrate	To examine and give evidence to support an argument.
Discuss	To examine by giving positive and negatives.
Evaluate	To discuss the worth, importance or usefulness of something by giving evidence to support your view.
Explore	To follow the development of something systematically from its origin.
Illustrate	To provide the main points, showing the main structure rather than great detail.
Interpret	To make compatible that which appears to be in conflict.
Justify	To give evidence which supports an argument or idea. Show why decisions or arguments were made considering objections others may make.
Outline	To provide a detailed description with examples.
State	To express briefly and clearly.
Summarise	To give a concise account of the main points omitting detail.
Suggest	To expand your knowledge and understanding to a topic you are not necessarily expected to know well and to transfer other knowledge to give a sensible account.

Memory Techniques

There are a number of memory techniques which may help you to develop a more effective memory. However, before you set out remembering everything in sight, it is important to CONDENSE what you need to learn. CONDENSING your work and identifying KEY WORDS are the first step to committing it to memory.

Depending on the subject you are studying, these might be:

NAMES

PLACES

DATES

FACTS/FIGURES

SEQUENCES

When you have identified the keywords, underline them or mark them with a **highlighter**. It is a good idea to use several pens of different colours. You could even develop a system that uses different colours for different information



RED
GREEN
BLUE
YELLOW
ORANGE

PEOPLE
PLACES
FACTS & FIGURES
QUOTATIONS
DATES

Spend about **10 – 15 minutes** learning your list of keywords until you are confident you can recite the list (also that you know what each word means!)

Then, in the weeks leading up to your exam, spend about **5 minutes** on **2 or 3 occasions** to check through the list again. Nearer to the exam, check how well you have remembered the keywords. You should find it easy to recall the list again with only a few minutes revision.

Image Chains ...

The key to your memory is **imagination**. When you watch television, you expect to see a programme that captures your imagination. Unfortunately, the things you need to remember for your exams don't tend to possess the contents of a Hollywood blockbuster!

Image chains are an imaginative way to remember a list of random words by linking them to a story. The trick is to be **imaginative and creative** – the more so the better.

Use **positive, pleasant images**. The brain often blocks out unpleasant ones. **Exaggerate** the size of the important parts of the image. Use humour. **Funny** or **peculiar** things are easier to remember. **Rude things** are also easier to recall.

Symbols can be used. Bright, **colourful** images are easier to remember than dull ones. Try to use all the **senses** in your story by using sounds, smells, tastes, touch movements and feelings as well as pictures.



Example:

Spice Potato Dance Window Plant Finger Bin Wet Purple Log

One day a **spicy** purple **potato** was **dancing** on a **log** but it was **wet** because it had been raining and so he fell off and knocked the **plant** off the **window** with his **finger** and it fell in the **bin**.

Your turn...

Tree

House

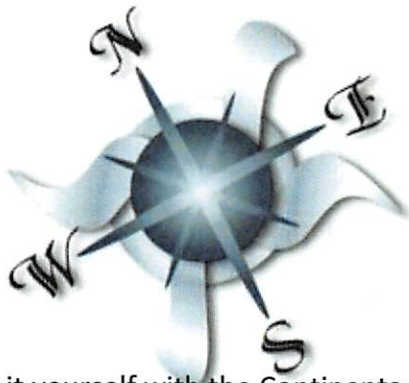
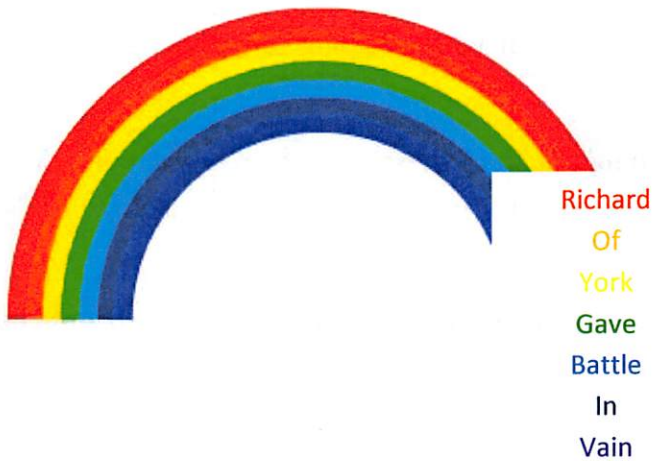
Dog

Pencil

Cheese

Triggers and Mnemonics ...

Take the first letter of each word you need to remember and use them to make an **imaginative** sentence. You should use this type of memory strategy to help you remember things **IN THE RIGHT ORDER**. You have used this one before:



Naughty

Never

Elephants

Eat

Squirt

Shredded

Water

Wheat

Try it yourself with the Continents of the World:

Europe

E

Asia

A

Africa

A

Oceania

O

Antarctica

A

North America

N

South America

S

Mind Mapping

This is a very **effective** way of representing **large amounts of information** in an attractive, easily-remembered way. You may have used a 'spider diagram' – which are very similar.

- ◇ Use a large piece of paper turned landscape.
- ◇ In the centre write a name of the topic that you are going to revise – and add a simple illustration if you wish.
- ◇ Now draw lines like branches (coming out from the centre) to represent the main areas of the topic. Each of these can be illustrated or could be in different colour – or a different type face.
- ◇ In turn, each of these could sub-divide into several more sections. Continue adding more branches until all the main information is on the mind map.
- ◇ The finished mind map could contain diagrams, names (and pictures) of important people, dates, places, etc. If it gets crowded, you could create a separate mind map for a particular section.

Mind maps start with a **theme**, have **main ideas** and are held together with **details**.

To make mind maps more **memorable**:

- ◇ Use **doodles, pictures and diagrams**.

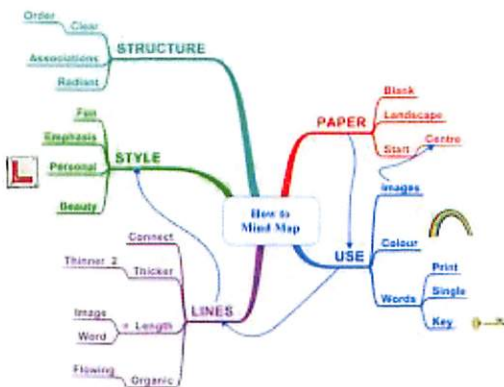
- ◇ Use different **colours**.

- ◇ Use different **type fonts**.

- ◇ Use **humour** (cartoons), etc.

- ◇ Design **your own** (don't just copy other peoples).

- ◇ **CONDENCE**.



Case Studies

Case studies may be the bane of your life, but you can guarantee you WILL have questions which will require both vague and detailed answers to show your understanding.

They help to bring a theory to life and make the real work more engaging. They illustrate [key points](#), [key messages](#) and how things are done in practice, but there is a lot of detail to remember so to break this down, as well as mind maps, a case study card can be used.

For example:

Case Study:			
Topic:			
Section Of Syllabus:			
Location:	Town/City/Region:	Country:	Continent:
What? When? Why? Facts And Figures:		What were the causes?	
What were the effects?		How can the changes be managed or solved? By whom? What are the options for the future?	
Key Words:			

Book:	
Author:	
Date:	Genre:
Main Characters and Relationships:	Synopsis:
Key Chapter Plot:	Author Techniques:
Key Quotes:	

Separate subjects could be printed on different coloured paper, or each corresponding section in the same colour font.

The Process of Learning

1) Don't know and I don't know that I don't know Unconscious Incompetence	2) I don't know stuff and I realise that I don't know it Conscious Incompetence
4) I know it and I can do it even without having to think about it Unconscious Competence	3) I am beginning to get it and when I concentrate really hard and I know I am beginning to get it Conscious Competence

Your turn:

Work with a partner and each take a turn to do this exercise:

Think of a time when you were very motivated to do something and it was a challenge and you achieved it (it could be school work, learning a sport, or something artistic).

How did you keep yourself motivated (wanting to stick to it and keep trying) so that you moved from box two to box three and box four?

How did you overcome any setbacks you experienced?



Stress Busters

“There is no such thing as failure – only feedback”

Everyone gets nervous before an exam and has different ways of dealing with it. How you respond to stress may impact on your attainment. Below are some suggestions to help you relax and concentrate both before and during the exam:

Visualisation

- ◊ Visit the exam room so you are familiar with its set up.
- ◊ Keep visualising the journey from your house to the exam room.

Relaxation

- ◊ Start from the toes: Clench for ten seconds and R-E-L-A-X.
- ◊ Move up the body, clenching and relaxing.

Breathing

- ◊ Empty your lungs out and hold for as long as possible.
- ◊ Then breathe in slowly.

The Three Minute Breathing Space

Your breathing space provides a way to step out of automatic pilot and reconnect with the moment at hand.

Awareness

Bring yourself into the present moment by deliberately adopting an upright and dignified posture. If possible, close your eyes and ask: “What is my experience right now...in thoughts...in feelings...and in body?”

Acknowledge and register your experiences, even if it’s unwanted.

Gathering

Then, gently redirect your full attention to your breathing, to each in and out breath as they flow, one after the other.

Your breathing can be used as an anchor to bring you to the present and help you to tune into a state of awareness and stillness.

Expanding

Expand the field of your awareness around your breathing, so that it includes a sense of body as a whole, your posture and facial expression.

Worry Busters

Write down your concerns

This immediately helps you to feel calmer and more objective.

Ask the key question: Are these worrying thoughts helpful?

If they are drawing your attention to something that needs dealing with, then start the pattern for dealing with things in the next three points below:

Face the worst

What's the worst that could happen? Write it down. Now write down a few ways you'd cope if it did happen. Create a plan A and an alternative plan B, then think of the ways to make the worse less likely.

Get the facts

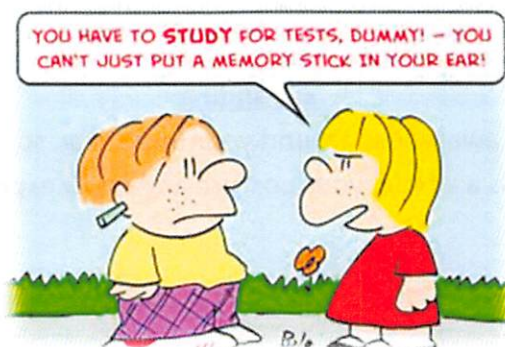
Worry can arise from confusion, or trying to make a decision without enough knowledge. Imagine you are collecting all the facts for someone else will help you stay calm and objective, or try to imagine you're a lawyer, whose job it is to stay impartial.

Analyses the facts once you have them

Decide what to do. DO IT!

Use your night thoughts

When you've a worry, your mind goes on thinking about it during the night. Lie still for a few minutes when you wake to give helpful ideas a chance to drift into your mind.



The Day of the Exam

Do not try to do any revision on the day of the exam. Get to school on time – you do not want to start the exam feeling flustered because you arrived late. Try not to get drawn into conversations with your friends about what revision they have done and what questions might be asked in the exam. This would cause unnecessary panic.

In the exam read the instructions on the front of the paper to make sure you understand what you have to do. For example, you may not need to answer all the questions. When answering a question, re-read the question carefully to make sure you understand exactly what it is asking. Pace yourself with time. Do not spend too much time on any one question. Do not waste time giving too detailed an answer to questions which only carry a few marks. Finally, read through your answers at the end to check your spellings and any careless mistakes.

Revision planners

Weekly Revision Planner

Week beginning:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07.00							
07.30							
08.00							
08.30							
09.00							
09.30							
10.00							
10.30							
11.00							
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23.00							

Preparing for examinations: What do I need to know?

The most important part about revising for examinations is to determine what you need to know and where you can find the information. Fill in the table below to help:

Examination subject:

Date of examination:

Topic in Specification	Exactly what do I have to do/learn/know	Source of material/information (include page references)

Monthly /Daily Revision Timetable

Day	Date	Subject	Topic	Details
day	1			
day	2			
day	3			
day	4			
day	5			
day	6			
day	7			
day	8			
day	9			
day	10			
day	11			
day	12			
day	13			
day	14			

day	15				
day	16				
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day	20				
day	21				
day	22				
day	23				
day	24				
day	25				
day	26				
day	27				
day	28				
day	29				
day	30				
day	31				

SUBJECT INFORMATION

MATHEMATICS

What will the examination involve?	One non calculator paper (1 hour) One calculator paper (1 hour) One speed test (30 minutes)
Main topics for revision	Speed test - basic arithmetic and operations. All topics covered this year as part of the CIMT books 9A and 9B.
What can a student do to prepare?	Practise all methods thoroughly – don't just read a textbook. Use resources below and listen carefully to advice given by your teacher. Practice speed test on FROG (VLE).
Useful resources	The contents of the MEP textbooks are available online with other resources at www.cimt.plymouth.ac.uk Other links available on the school website and on FROG (VLE).

ENGLISH

What will the examination involve?	Two exams, each an hour long. 1 Pre-prepared Shakespeare question on whichever play is being studied. Closed book. 2 Poetry based on Keats' <i>Ode to Autumn</i> and Heaney's <i>Death of a Naturalist</i> . One of the poems will be printed on the paper. These are new year 9 exams which have been devised to help students adjust to the new GCSE.
Main topics for revision	Shakespeare text Named poems Your teacher will be giving you help in the preparatory lessons.
What can a student do to prepare?	Consolidate knowledge of the Shakespeare play by careful re-reading with notes Learning quotations relevant to essay question Revising various stylistic devices and their effects. Learning the poem that does not appear on the paper off by heart!
Useful resources	Actual texts and any notes your teacher has given you.

PHYSICS

What will the examination involve?	1 x 1 hour paper with a mix of short and long answers.
Main topics for revision	Matter, Atomic Structure and Energy
What can a student do to prepare?	Revise class work covered during the year.
Useful resources	Exercise books Kerboodle and BBC Bitesize. GCSEPod

BIOLOGY

What will the examination involve?	1 hour exam paper with structured GCSE questions
Main topics for revision	Chapter 1 cell structure and transport Chapter 2 cell division Chapter 3 organisation and the digestive system (including enzymes)
What can a student do to prepare?	Complete the learning grids, kerboodle activities, read and practise questions from online text book. Use checklists to ensure they have covered everything in their revision
Useful resources	GCSEPod, GCSE Bitesize revision, kerboodle (has the online text book and numerous activities), AQA GCSE website for past exam questions and FROG (VLE). freesciencelessons.co.uk

CHEMISTRY

What will the examination involve?	1 x 1 hour paper with a mix of short and long answers (GCSE questions)
Main topics for revision	C1 Atomic Structure. C2 Bonding & Structure (ionic bonding and properties, covalent bonding and properties, metallic bonding and properties). C4 Chemical changes (term 2). C6 Rates (Term 1).
What can a student do to prepare?	Review lesson aims. Use the online Kerboodle textbook/activities, GCSEPod, FROG (VLE) and past exam questions. FROG has specific pages within the Yr9 area devoted to each topic; each topic has suitable external website links as well as resources linked to the student drive (such as past paper questions on that topic).
Useful resources	GCSEPod, GCSE Bitesize revision, kerboodle (has the online text book), AQA GCSE website for past exam questions and FROG (VLE).

HISTORY

What will the examination involve?	A source usefulness question on the dropping of the atomic bomb. They will have the whole lesson (1 hour).
Main topics for revision	The atomic bomb.
What can a student do to prepare?	Ensure they understand how to answer a source usefulness question.
Useful resources	Exercise books. BBC Bitesize KS3 History. Link from the History page on FROG (VLE).

GEOGRAPHY

What will the examination involve?	1 hour 1 paper Short and long questions.
Main topics for revision	Development China Tourism Glaciation Oceans
What can a student do to prepare?	Use textbook geog.3 Use exercise book Use revision sheet Make revision summary notes on topics
Useful resources	Geog.3 textbook. Year 9 Geography site on FROG (VLE). BBC Bitesize.

GERMAN

What will the examination involve?	Listening, reading and writing. Exact dates will be issued to students by their subject teachers.
Main topics for revision	All topics covered in year 9.
What can a student do to prepare?	Revise vocab lists and grammar points from the textbook and their exercise books. Revision papers.
Useful resources	Logo 2 – textbook www.languagesonline.org.uk linguascope.com

ART

Students complete a series of coursework tasks during the year. The end of year mark will be the highest mark achieved in one of these tasks.

MUSIC

What will the examination involve?	1 written and listening examination lasting 1 hour. Section A will involve answering questions about short extracts of music taken from the set pieces/styles covered this year and general listening. Section B will be music theory questions.
Main topics for revision	The Elements of Music. Devices used in music (ground bass, ostinato, 4 chord trick). Instrumental groups (woodwind, brass, strings, percussion). Rhythm and metre notation. Pitch notation and treble/bass clef notation.
What can a student do to prepare?	Listen to different styles of music and try to talk about what you hear using the elements of music thinking grid. Listen to the set pieces/styles covered this year through FROG (VLE). Revise pitch, rhythm, metre, theory and notation.
Useful resources (books, websites etc.)	CBBC 10 pieces website. The ABRSM Theory Book 1. Ted Kirk's Theory worksheets. Online theory. (websites linked through Frog VLE)

COMPUTING

What will the examination involve?	One paper sat in lessons. 30 minutes.
Main topics for revision	<p>IT software use Visual Basic Hardware and software HTML and web design</p> <p>Note:</p> <p>As this is a practical subject, the exam will only account for a proportion of their final grade - the majority of their mark is based on the folder of work.</p>
What can a student do to prepare?	Use their folder to examine what they have done during the year. Make sure they are familiar with the skills and key words they have used.
Useful resources (books, websites etc.)	Folder and BBC Bitesize ICT R drive teacher resources available through FROG.

DT

What will the examination involve?	There will be one examination paper covering the four areas of DT; Food Technology, Resistant Materials, Graphics and Systems. In the exam, students are to select their two strongest areas of the four available to answer questions on. The questions will be a range of multiple choice, extended questions and some drawing/diagram tasks.
Main topics for revision	<p>Food – bacteria, food control, balanced diet and safe storage of food.</p> <p>Resistant Materials – plastics, categories, names, properties, uses, polymerisation, plastic processes, tools and their uses.</p> <p>Graphics/systems – street artists, offensive and non-offensive imagery, social and moral issues relating to imagery. CAD/CAM advantages and disadvantages, how the software and machines link using X,Y,Z axis data, products made using CAD/CAM, industrial links in efficiency, production, cost and adaptability.</p>
What can a student do to prepare?	<p>Revise all topics in their current exercise books. They must have the green Art book as well as the red Food/Resistant materials book.</p> <p>Revise using information from their current exercise books.</p>

	<p>Use available websites and text books</p> <p>Ask your DT teacher for clarification of topics.</p> <p>Create mind maps to test knowledge of specific topics as well as question and answer each other on specific topics.</p>
Useful resources	www.Technologystudent.co.uk

FRENCH

What will the examination involve?	<p>The exam is based on the first three units of the GCSE Year 9 course.</p> <p>Listening and Reading exams will take place in the week of May 15th, Writing in the week of May 22nd. Speaking exams will be before the exam period as indicated by class teachers.</p>
Main topics for revision	<p>SPEAKING</p> <p>You will be given a separate sheet outlining the requirements of this part of the exam.</p> <p>LISTENING: There will be 3 sections.</p> <ul style="list-style-type: none"> • For the first section, you will be given details about 5 people. You will need to note who they are (revise family relations); the spelling of their name; their age and other information relating to the person. • For the second section, you will need to match information you hear regarding a town to written sentences. • For the third section, you will hear how long someone has been doing something for. You will need to note the activity and the duration of time. <p>READING: There are three sections.</p> <ul style="list-style-type: none"> • For the first section you will have information relating to people's interests. You will need to match this to pictures illustrating those interests. • The second section is a text concerning someone staying at a French person's house – you will need to decide whether English sentences about the text are true, false or whether you don't have the information

	<p>you need to provide an answer.</p> <ul style="list-style-type: none"> • In the third section, you will be told what someone is going to do and why. You will need to explain this information in English. <p>WRITING</p> <p>You will be given pictures of a town and its facilities. You will be asked to imagine that you are staying in this town on a French exchange. Having studied the picture, you will have to write a minimum of 150 words in French, including the following points.</p> <ul style="list-style-type: none"> • What is the town like? What is there in the town? What activities can one do there? What is your correspondent like? What does he do in the way of hobbies? (present tense) • What did you do last weekend during the stay? What were your impressions of this? (past tense) • What are you going to do tomorrow with your penfriend? (future tense) <p>The question sheet will provide some guidelines for content, but there is the opportunity to introduce any relevant material we have done this year in your answer. Be prepared to write 200 – 225 words with some more complex language to gain the highest marks.</p>
What can a student do to prepare?	Pupils will be given a 'Revision Guidelines Sheet' with details of format of the exam and advanced material for the Speaking.
Useful resources	Unit résumés + booklets for Métro 3 unit 1 and Métro 3 units 2&3.



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