



Otago Girls' High School

Junior Examination Guide 2019



Inspire

Empower

Challenge

Dream

General Exam Information

- **Exams will take place in week 5 Mon Nov 11th - Thurs Nov 14th**
- Exams will take place in classrooms.
- You will be with your core class.
- All exams are 2 hours long (Except Language Examinations in Year 9)
- You must remain in the classroom for the full 2 hours (Yr 9 languages will use the first hour for **silent** revision).
- Bring a novel to read silently in case you finish early.
- You will attend your timetabled p.1 class as usual.
- **Morning exams** will be in **p.2 & 3** and **afternoon exams** in **p.4 & 5**.
- Please bring your equipment in a clear plastic bag (E.g. Glad Sandwich bag:
 - ☐ **Blue or black pens** (pencil is not permitted in NCEA exams)
 - ☐ Ruler
 - ☐ Calculator (maths and science)
 - ☐ Protractor
 - ☐ Highlighter pen



- Drink bottles are allowed. **Water only** in a see through drink bottle.
- You are allowed to go to the toilet if needed. You must put your hand up and get the permission of the supervisor who will record your name and the time you leave and the time you return.



Before the Examination

- Check the examination timetable for the correct room.
- Put your equipment in a clear plastic bag the night before.
- Get a good night's sleep.
- Eat breakfast.
- Fill your drink bottle with water.
- Go to the toilet prior to the start of the examination.
- Arrive at the classroom at least 15 minutes before the start time.



In the Examination

- Stay calm. Breathe in for 4 counts and out for 4 counts.
- Say something positive to yourself (in your head) before you look at the exam.
- Read through the whole examination. Check where the questions are. Are there any on the back page? Take care you are only turning over one page at a time.
- Start with your best sections/topics. Leave the hardest till the end.
- Cross out any mistakes with a single line.
- Highlight/circle the keywords in the questions. What is it asking?
- Match the length of your answer to the spaces provided. Short answer vs paragraph answer.
- Double check your whole exam paper page by page at the end.
- Manage your time by keeping an eye on the clock or whiteboard with the times marked off.

Study Tips

- Make a checklist of topics for each subject and tick off the ones you know well and put a ? beside the topics you need to focus on.
- Start studying earlier on the harder topics to allow more time.
- Make a study plan for each week that includes all your other activities e.g. sleeping, meal times, sporting commitments...
When will you study? What will you study?
- Create a space for studying that is away from distractions.
- Leave your phone in another room and check it only when you are having a break.
- Go over old topic tests or essays and focus on what you didn't get correct or what you need to improve.
- Take a 10 minute break every 30-40 minutes. Get up and move/stretch. Leave the room. Get fresh air.
- Drink water only when studying, as it hydrates the brain. Sugary drinks are treated like a food by your body and do not aid concentration like water does.
- Do some exercise. Walking, running, swimming or playing sport assists your brain to do its filing of information into your memory.
- Healthy eating and getting enough sleep is important for focusing and recalling information.

Strategies for Revising/Learning

- Make your own revision notes on topics. Use keywords & diagrams. Create a mind-map. Shorten and reduce information into smaller chunks.
- Create your own Quizlets with revision questions/definitions to learn & match up. <https://quizlet.com/create-set> Make flashcards or create a new 'test' for yourself each time.
- Test yourself by covering up answers and talking out loud to yourself.
- Make an audio recording of key information you need to know and listen to this on your phone or laptop.
- Use *Education Perfect* for specific subjects.
- Do practice questions, then check straight away if you are correct or incorrect, so you get immediate feedback at the time.
- Use POST-IT Notes with things you need to learn e.g. quotes. Put these where you will see them often e.g. on the mirror, back of a door, on the fridge...
- Study with a buddy. Get them to make up questions for you and you make up questions for them.

Revision Guides/Checklists

English - 2 Sections.

Section 1) One essay on either the written text (novel or short stories/poems) **OR** the visual text (film)

Section 2) Unfamiliar Texts (Reading three extracts and answering questions about them)

Y9 & 10 Topics/Sections	Checklist of skills/content
1. Essay on either written text OR visual text.	<ul style="list-style-type: none"><input type="checkbox"/> Review previous essays. Know title and name of author OR director (visual text).<input type="checkbox"/> Know about the main characters, their qualities, the key ideas/messages explored and why these are important.<input type="checkbox"/> Know some quotes from the written text that support your points.<input type="checkbox"/> Know the film techniques the director used to portray the characters and key ideas/themes.<input type="checkbox"/> How to structure an essay. Intro, Body and Conclusion.<input type="checkbox"/> PEEL paragraph structure: Point, Explain, Example, Link
2. Unfamiliar Texts Reading 3 extracts	<ul style="list-style-type: none"><input type="checkbox"/> Know the common language features used in the 3 styles of writing e.g. Poems, Prose (Short story) and Fiction.<input type="checkbox"/> Know language features and be able to identify examples in the extracts <i>e.g. simile, metaphor, adverbs, adjectives, personification, hyperbole...</i><input type="checkbox"/> Explain the effect that the use of a language feature might have on the reader<input type="checkbox"/> Identify the purpose of a text e.g. persuade, inform, educate, entertain...

Mathematics

Attempt questions in EVERY section.

If you get stuck, put an asterisk beside the question. Move on and come back later.

Show all working.

Bring your CALCULATOR.

You should have received a printed revision booklet for each of the three topics in the examination. Soft copies and answers are in the Examination page on the Year 9 or 10 site (link in course information of classroom).

Y9 Topics/Content	Checklist of skills/content
Number	<ul style="list-style-type: none"><input type="checkbox"/> Placing decimal numbers in order<input type="checkbox"/> Simplifying fractions<input type="checkbox"/> Finding fractions of amounts<input type="checkbox"/> Operations on fractions (adding, subtracting, multiplying, dividing)<input type="checkbox"/> Operations on percentages (percentage of an amount, increasing and decreasing by a given percentage)<input type="checkbox"/> Operations on Integers<input type="checkbox"/> Powers and roots<input type="checkbox"/> Using BEDMAS to solve equations in the correct order<input type="checkbox"/> Multi-step problems
Patterns and Algebra	<ul style="list-style-type: none"><input type="checkbox"/> Continue a pattern/sequence<input type="checkbox"/> Complete a table for a pattern<input type="checkbox"/> Write a rule algebraically<input type="checkbox"/> Use your rule to find how many in the n^{th} term<input type="checkbox"/> Write co-ordinates for points<input type="checkbox"/> Plot points from a table<input type="checkbox"/> Interpret straight line graph in context<input type="checkbox"/> Simplify algebraic expressions<input type="checkbox"/> Expand expressions<input type="checkbox"/> Factorise expressions<input type="checkbox"/> Solve equations<input type="checkbox"/> Evaluate expressions by substitution<input type="checkbox"/> Write and solve equations in a context

Measurement	<input type="checkbox"/> Perimeter of shapes <input type="checkbox"/> Area of rectangles, triangles, parallelograms, trapeziums <input type="checkbox"/> Area and circumference of circles <input type="checkbox"/> Area of compound shapes <input type="checkbox"/> Reading scales <input type="checkbox"/> Converting metric units <input type="checkbox"/> Volume of rectangular & triangular prisms <input type="checkbox"/> Volume of cylinders <input type="checkbox"/> Surface area of rectangular prisms <input type="checkbox"/> Interpreting a timetable <input type="checkbox"/> Converting to 24-hour time <input type="checkbox"/> Rates problems
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Y10 Topics/Content	Checklist of skills/content
Number	<input type="checkbox"/> Convert numbers into standard form and vice versa <input type="checkbox"/> Round numbers to a given number of decimal places <input type="checkbox"/> Round numbers to a given number of significant figures <input type="checkbox"/> Express one quantity as a percentage of another <input type="checkbox"/> Find a percentage of a quantity <input type="checkbox"/> Increase or decrease a number by a given percentage <input type="checkbox"/> Share a quantity in a given ratio <input type="checkbox"/> Solve word problems involving integers <input type="checkbox"/> Solve word problems involving decimals <input type="checkbox"/> Solve word problems involving standard form <input type="checkbox"/> Solve word problems involving fractions and mixed numbers <input type="checkbox"/> Solve word problems involving powers <input type="checkbox"/> Calculate a percentage change – increase or decrease <input type="checkbox"/> Find the original quantity given a percentage change <input type="checkbox"/> Calculate a cost price given a sale price <input type="checkbox"/> Find the GST exclusive price given the GST inclusive price

Geometry	<ul style="list-style-type: none"> <input type="checkbox"/> Solve problems using Pythagoras <input type="checkbox"/> Solve problems using SOHCAHTOA <input type="checkbox"/> To find sides <input type="checkbox"/> To find angles <input type="checkbox"/> Use angle rules to find angles <input type="checkbox"/> On a straight line, at a point vertically opposite <input type="checkbox"/> Triangles <input type="checkbox"/> Quadrilaterals <input type="checkbox"/> Polygons <input type="checkbox"/> In parallel lines
Algebra	<ul style="list-style-type: none"> <input type="checkbox"/> Find the next term(s) in a pattern <input type="checkbox"/> Write a rule for a pattern <input type="checkbox"/> Substitute into a rule or formula <input type="checkbox"/> Simplify expressions including exponents <input type="checkbox"/> Expand 1 bracket or 2 brackets <input type="checkbox"/> Factorise into 1 bracket (or 2) <input type="checkbox"/> Solve equations including with equations with brackets, fractions or x on both sides <input type="checkbox"/> Form and solve equations from word problems <input type="checkbox"/> Solve inequations <input type="checkbox"/> Graph lines from an equation <input type="checkbox"/> Find the equation of a line

Science

Individual class teachers will confirm specific information about what will be examined.

Y9 Topics/Content	Checklist of skills/content
Biology (Living World)	<ul style="list-style-type: none"> <input type="checkbox"/> MRS GREN and classifying as living or non-living <input type="checkbox"/> Use a key to classify organisms <input type="checkbox"/> Structure (parts) of plant and animal cells – how are plant and animal cells different/the same? <input type="checkbox"/> How are plants and animals different? <input type="checkbox"/> What are the differences between a kingdom and a species? <input type="checkbox"/> Food tests <input type="checkbox"/> Parts of the digestive system <input type="checkbox"/> Processes of digestion – where does it happen, what happens to digested food, role of enzymes <input type="checkbox"/> Teeth – types and roles <input type="checkbox"/> Circulatory system – the heart, veins and arteries – how are they different, role of capillaries etc
Chemistry (Material World)	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between elements, compounds, and mixtures. Justify your choices <input type="checkbox"/> States of matter – name the states of matter and the processes used to change states <input type="checkbox"/> Describe the arrangement and movement of particles in the different states of matter <input type="checkbox"/> What are solutions and suspensions? How do you separate them? <input type="checkbox"/> Identify physical and chemical changes <input type="checkbox"/> Structure of the atom <input type="checkbox"/> How are atoms and molecules different <input type="checkbox"/> Name and symbol of the first 20 elements of the periodic table. Identify which ones are metals. <input type="checkbox"/> Use mass number and atomic number to find out how many protons, neutrons and electrons in an atom <input type="checkbox"/> Use a chemical formula to work how many atoms are in a molecule. E.g. NaCl = 2 <input type="checkbox"/> How to test for hydrogen, oxygen, and carbon dioxide and the result you would expect <input type="checkbox"/> Write word equations for a chemical reaction. Identify reactants and products.

Physics (Physical World)	<input type="checkbox"/> Describe different forms of energy and energy transformations of objects <input type="checkbox"/> Describe how heat is transferred by convection, conduction and radiation <input type="checkbox"/> Explain what happens to particles as they gain and lose energy <input type="checkbox"/> Apply heat loss and gain to everyday situations
Planet Earth and Beyond	<input type="checkbox"/> Describe the movement of the Sun, Earth and Moon in space <input type="checkbox"/> Describe days, months and years in terms of movements in space of objects <input type="checkbox"/> Name in order the planets of the solar system <input type="checkbox"/> Explain how days, nights and seasons occur. <input type="checkbox"/> Describe the cause of moon phases and name the phases of the moon <input type="checkbox"/> Explain how solar and lunar eclipses occur <input type="checkbox"/> Describe the four spheres of planet earth (Biosphere, Geosphere, Hydrosphere, Atmosphere) <input type="checkbox"/> Explain aspects of the water cycle <input type="checkbox"/> Explain the role of the ozone layer and discuss the effects of a hole in the ozone layer

Y10 Topics/Content	Checklist of skills/content
Practical Investigation	<input type="checkbox"/> In a small group of 3-4 students you will design and carry out an investigation. <input type="checkbox"/> You will need to know the requirements for a fair test. <input type="checkbox"/> Once the investigation is complete, you will independently interpret your results and write a discussion and conclusion.

Social Studies

Y9 Topics/Content	Checklist of skills/content
Who are we? - Multicultural New Zealand	<input type="checkbox"/> Know push/pull factors on reasons for migration and for different groups of migrants to New Zealand. <input type="checkbox"/> Know how to read a graph <input type="checkbox"/> Know Kiwiana icons <input type="checkbox"/> Be able to describe traditions or tikanga about OGHS <input type="checkbox"/> Write a PEEL paragraph
Belonging - NZ Government	<input type="checkbox"/> Identify characteristics of a democracy e.g. voting, freedom of speech, law and order <input type="checkbox"/> Know the meaning of different types of government e.g. democracy, dictatorship, monarchy, military and theocracy <input type="checkbox"/> Know basic information regarding NZs voting system eg can vote and how often they can vote etc <input type="checkbox"/> Form an argument about an issue <input type="checkbox"/> Write a PEEL paragraph
Travelling Right - Sustainability	<input type="checkbox"/> Identify place names of New Zealand <input type="checkbox"/> Identify cultural and natural features <input type="checkbox"/> List resources NZ has <input type="checkbox"/> Describe the for Rs of Reduce, re-use, recover and recycle <input type="checkbox"/> Write a PEEL paragraph
Holocaust - Human Behaviour	<input type="checkbox"/> Be able to describe the characteristics of an up-stander vs a bystander <input type="checkbox"/> Know the aspects of the pyramid of hate <input type="checkbox"/> Be able to fill in a cause and effect diagram <input type="checkbox"/> Write a PEEL paragraph

Y10 Topics/Content	Checklist of skills/content
Speak Up! Be Heard! - Human Rights	<input type="checkbox"/> Create a graph using given data <input type="checkbox"/> Match the UDHR to their meaning <input type="checkbox"/> Interpret resources e.g. graphs, cartoons, protesters <input type="checkbox"/> Describe human right issues surrounding the slave trade
First Peoples - Treaty of Waitangi	<input type="checkbox"/> Know important information about the treaty <input type="checkbox"/> Be able to interpret a map <input type="checkbox"/> Be able to interpret a political cartoon

World of Work - Careers	<input type="checkbox"/> Apply the high five principles of career success <input type="checkbox"/> Interpret a graph <input type="checkbox"/> Identify 5 transferable skills you have
Holocaust - Human Behaviour	<input type="checkbox"/> Be able to describe the characteristics of an upstander vs a bystander <input type="checkbox"/> Know the aspects of the pyramid of hate <input type="checkbox"/> Be able to fill in a cause and effect diagram
ESSAY QUESTION	Choose a person, place or event you have studied this year and be prepared to state why that person, place or event is important to learn about.

Language Assessments

Y9 Topics/Content	Checklist of skills/content
A listening and reading examination not longer than one hour. Some languages may ask for a short writing task (check with your teacher)	<input type="checkbox"/> Listening/Reading
Topics as outlined by your language teacher in class	Revise the topics you have covered in class
Content vocabulary lists from your teacher	Learn the prescribed vocabulary lists. The exam texts will not contain any vocabulary you have not been given.
Grammar and Structures	Revise the necessary structures for this level. A1

Y10 Topics/Content	Checklist of skills/content
A listening and reading examination of up to two hours. Some languages may ask for a short writing task (check with your teacher)	<input type="checkbox"/> Listening/Reading
Topics as outlined by your language teacher in class	Revise the topics you have covered in class
Topics as outlined by your language teacher in class	Learn the prescribed vocabulary lists. The exam texts will not contain any vocabulary you have not been given.
Grammar and Structures	Revise the necessary structures for this level. A1/A2

Māori

Y9 Topics/Content	Checklist of skills/content
<ul style="list-style-type: none"> <input type="checkbox"/> Students should be able to understand: Levels 1-2 of the Curriculum <input type="checkbox"/> A listening and reading examination not longer than one hour. Some languages may ask for a short writing task (check with your teacher) 	<ul style="list-style-type: none"> <input type="checkbox"/> 1.1 greet, farewell, and acknowledge people and respond to greetings and acknowledgments; <input type="checkbox"/> 1.2 introduce themselves and others and respond to introductions; <input type="checkbox"/> 1.3 communicate about number, using days of the week, months, and dates; <input type="checkbox"/> 1.4 communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain, and river, or home town and place of family origin; <input type="checkbox"/> 1.5 communicate about location; <input type="checkbox"/> 1.6 understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people); <input type="checkbox"/> 1.7 use and respond to simple classroom language (including asking for the word to express something in te reo Māori). <input type="checkbox"/> 2.1 communicate about relationships between people; <input type="checkbox"/> 2.2 communicate about possessions; <input type="checkbox"/> 2.3 communicate about likes and dislikes, giving reasons where appropriate; <input type="checkbox"/> 2.4 communicate about time, weather, and seasons; <input type="checkbox"/> 2.5 communicate about physical characteristics <input type="checkbox"/> Listening and Reading <input type="checkbox"/> Writing
Topics as outlined by your language teacher in class	Revise the topics you have covered in class
Topics as outlined by your language teacher in class	Learn the prescribed vocabulary lists. The exam texts will not contain any vocabulary you have not been given.
Grammar and Structures	Revise the necessary structures for this level.

Y10 Topics/Content	Checklist of skills/content
<p><input type="checkbox"/> A listening, reading and writing examination not longer than one hour.</p> <p>This is an open book exam so you may bring along your workbooks and notes.</p> <p><input type="checkbox"/> Students should be able to understand: Levels 3-4 of the curriculum</p>	<p><input type="checkbox"/> Listening and Reading</p> <p><input type="checkbox"/> Writing</p> <p><input type="checkbox"/> 3.1 communicate, including comparing and contrasting, about habits, routines, and customs;</p> <p><input type="checkbox"/> 3.2 communicate about events and where they take place;</p> <p><input type="checkbox"/> 3.3 give and follow directions;</p> <p><input type="checkbox"/> 3.4 communicate, including comparing and contrasting, about how people travel;</p> <p><input type="checkbox"/> 3.5 communicate about immediate past activities.</p> <p><input type="checkbox"/> 4.1 request, offer, accept, and decline things, invitations, and suggestions;</p> <p><input type="checkbox"/> 4.2 communicate about plans for the immediate future;</p> <p><input type="checkbox"/> 4.3 communicate about obligations and responsibilities;</p> <p><input type="checkbox"/> 4.4 give and seek permission or agreement;</p> <p><input type="checkbox"/> 4.5 communicate about the quality, quantity, and cost of things.</p>
Topics	Revise the topics you have covered in class e.g. whānau, kai, describing people, school, sports and hobbies
Vocab	Practise the vocabulary from our workbooks. You won't have any words that we have not learnt.
Grammar and Structures	Revise the necessary structures for this level.