Stoke Newington School & Sixth Form

Y9 Parent Forum

Key dates for 26-27
School expectations
Behaviour policy updates
Mobile phone policy and social media.
Reflection of achievements in Year8
Settling into Year 9 and KS4 curriculum.

Key Dates

Stoke Newington School & Sixth Form

Thursday 22nd October	Break up for Half term
Tuesday 3rd November	Start Autumn 2
Thursday 3rd December	Winter Showcase
Wednesday 9th December – Friday 11th December	School Musical
Friday 18th December	Last day of Autumn Term
Tuesday 5th January	Students return for Spring 1
Wednesday 20th January	Progress Review Day
Wednesday 17th March	Y9 Parents Evening

Progress Checks :
PC1 – End November
PC2 – Mid March
PC3 – End June

Maths

Expectations for pupils

- Be on time for lessons, with the correct equipment and ready to learn. This includes scientific calculato





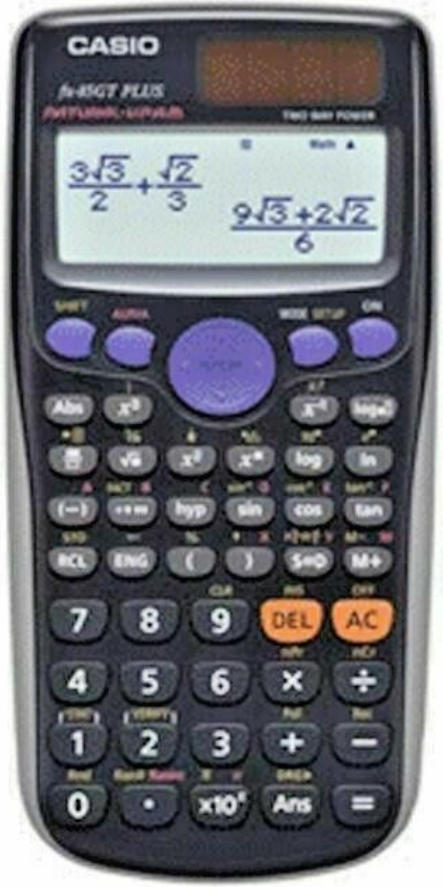
- Complete weekly homework on Sparx maths. Ask for help if needed before the deadline

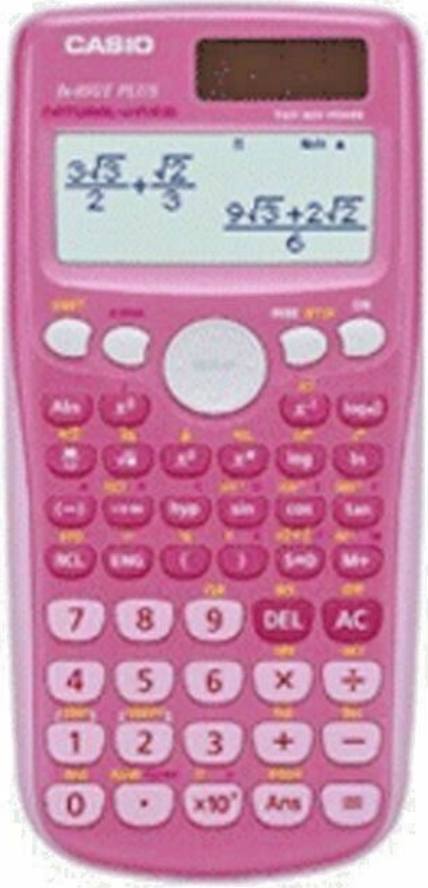
Scientific calculators

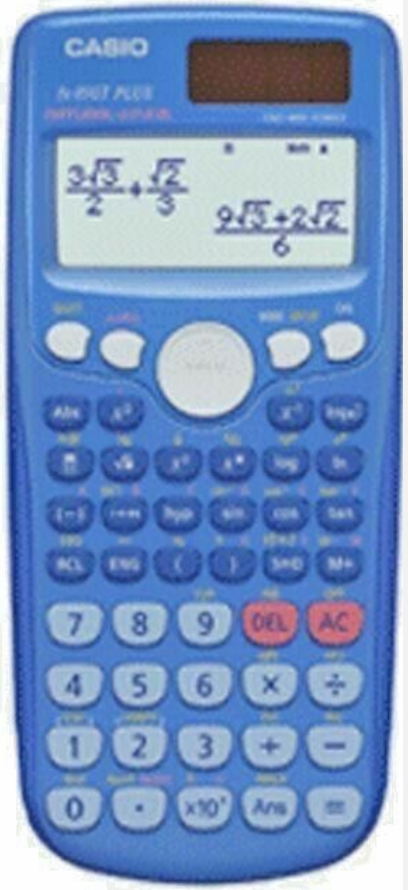


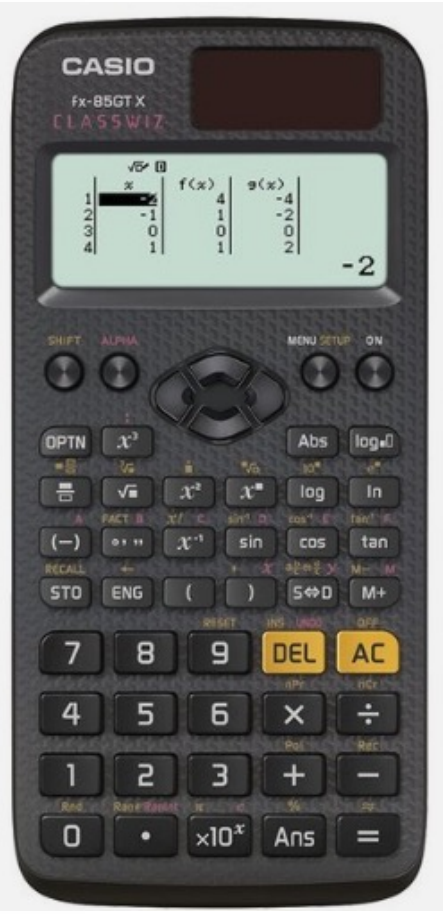












GCSE – Summer 2029

Paper 1	Paper 2	Paper 3
Non Calculator	Calculator	Calculator

All papers are 90 minutes

Exam board - Edexcel

Papers can contain questions from any topic in maths

There are two tiers - Foundation/Higher

GCSE Maths

Higher Paper

Harder content

More content

Grades 3 – 9

Foundation Paper

Easier content

Less content

Grades 1– 5

Final decision on which paper your child sits will be made in year 11 and will be made to maximise the grade that your child achieves

Groups in Year 9

Higher: 9a1 9a2 9b1 9b2

Intermediate: 9a3 9a4 9b3 9b4 9b5

Foundation: 9a5 9b6

Dates for assessments this year

PC1 - Past Paper (Foundation) – late October/early November (in lesson)

PC2 Past Paper (Some pupils may sit Higher) – February (in lesson)

PC3 - Past Paper (Some pupils may sit Higher)– June (in school hall)

Support for year 9 pupils

- Engaging and centrally planned lessons

- Sparx Maths – weekly homework alongside opportunity for independent learning

- *Open door policy* at Maths Office for students who may wish to ask questions

Additional support – all available through school website

Maths

- Maths Genie - Learn GCSE Maths for Free
- Videos and Worksheets – Corbettmaths

- Effective Maths Practice and Support for Years 9-11 (mathskitchen.com)

Great website with easy to access video tutorials and exam questions by topic/grade. Also past exam papers:

- https://www.mathsgenie.co.uk/gcse.html

Additional questions by topic (harder):

Higher - https://justmaths.co.uk/2015/12/21/9-1-exam-questions-by-topic-higher-tier/

Crossover - https://justmaths.co.uk/2016/01/03/9-1-exam-questions-by-topic-both-tiers/

Foundation - https://justmaths.co.uk/2015/11/29/9-1-exam-questions-by-topic-foundation-version-2/

Science

Science pathways

Exam board: **AQA**

Two courses:

- Combined Science – 2 GCSEs

E.g. Combined Science 6-5

- Triple Science (Option) – 3 GCSEs - one grade per Science

E.g. Biology 8, Chemistry 6, Physics 7

At the end of Y11

- All students sit 6 exams.
- Each Combined Science exam is 1 h 15 mins.
- Each Triple Science exam is 1 h 45 mins.
- Tier of Entry: Higher or Foundation

The content covered in each paper is below:

Paper	Units	Paper	Units
Biology paper 1	**B1** – Cell Biology **B2** – Organisation **B3** – Infection and Response **B4** – Bioenergetics	**Biology paper 2**	**B5** – Homeostasis **B6** – Inheritance, Variation and Evolution **B7** – Ecology
Chemistry paper 1	**C1** – Atomic Structure and the Periodic Table **C2** – Bonding, Structure and Properties of Matter **C3** – Quantitative Chemistry **C4** – Chemical Changes **C5** – Energy Changes	**Chemistry paper 2**	**C6** – The Rate and Extent of Chemical Change **C7** – Organic Chemistry **C8** – Chemical Analysis **C9** – Chemistry of the Atmosphere **C10** – Using Resources
Physics paper 1	**P1** – Energy **P2** – Electricity **P3** – Particle Model of Matter **P4** – Atomic Structure	**Physics paper 2**	**P5** – Forces **P6** – Waves **P7** – Magnetism and Electromagnetism

Plus **P8** – Space – triple only

Combined Science

Week	Date	Term	Year 9	COMB
A	31-Aug	Autum Term		
B	7-Sep			B1
A	14-Sep			
B	21-Sep			
A	28-Sep			B1 EOTT
B	5-Oct			C1
A	12-Oct			
B	19-Oct			
	26-Oct	Half		
A	2-Nov	Autumn Term 2		
B	9-Nov		PC1 Deadline	P1
A	16-Nov			
B	23-Nov			
A	30-Nov			C1/P1EOTT
B	7-Dec			B2
A	14-Dec			
	21-Dec	Xmas Break		
	28-Dec			
B	4-Jan	Spring Term 1		B2
A	11-Jan		Progress Review Day	
B	18-Jan			B2 EOTT
A	25-Jan			C2
B	1-Feb			
A	8-Feb			
	15-Feb	Half		
B	22-Feb	Spring		C2 EOTT
A	1-Mar			P2
B	8-Mar		PC2	
A	15-Mar		Year 9 Parents' Evening	
B	22-Mar			Space week
	29-Mar 5-Apr	Easter Break		W
A	12-Apr	Summer Term 1		P2
B	19-Apr			
A	26-Apr			
B	3-May			
A	10-May			P2 EOTT
B	17-May			B3
A	31-May			
	24-May	Half		
B	7-Jun		END OF YEAR EXAM	EOY
A	14-Jun			B3
B	21-Jun		PC3- C2P2B3/ B3C3P3	

Triple Science

Week	Date	Term	Year 9	BIO	CHEM	PHY
A	31-Aug	Autumn Term 1		Introduction week		
B	7-Sep			B1	C1	P1
A	14-Sep					
B	21-Sep					
A	28-Sep			B1 mini		P1 mini
B	5-Oct				C1 mini	
A	12-Oct					
B	19-Oct					
	26-Oct	Half				
A	2-Nov	Autumn Term 2				
B	9-Nov		PC1 Deadline			
A	16-Nov			B2	C2	P2
B	23-Nov					
A	30-Nov				C2 6M	P2 6M
B	7-Dec					
A	14-Dec					
	21-Dec	Xmas Break				
	28-Dec					
B	4-Jan	Spring Term 1		B2	C2	P2
A	11-Jan		Progress Review Day		C2 EOTT	
B	18-Jan			B2 EOTT	C3	
A	25-Jan			B3		P2 EOTT
B	1-Feb					
A	8-Feb					
	15-Feb	Half				
B	22-Feb	Spring				P3
A	1-Mar			B3 6M		
B	8-Mar		PC2			
A	15-Mar		Year 9 Parents' Evening	Murder Mystery		Space week
B	22-Mar					
	29-Mar 5-Apr	Easter Break		WEX		
A	12-Apr	Summer Term 1				
B	19-Apr				C3 EOTT	
A	26-Apr				C4	
B	3-May					
A	10-May			B3 EOTT		P3 EOTT
B	17-May					
A	31-May			End of year revision		
	24-May	Half				
B	7-Jun	Summer	END OF YEAR EXAM	EOY	EOY	EOY
A	14-Jun			Bio project		Mars Project
B	21-Jun		PC3- C2P2B3/ B3C3P3			

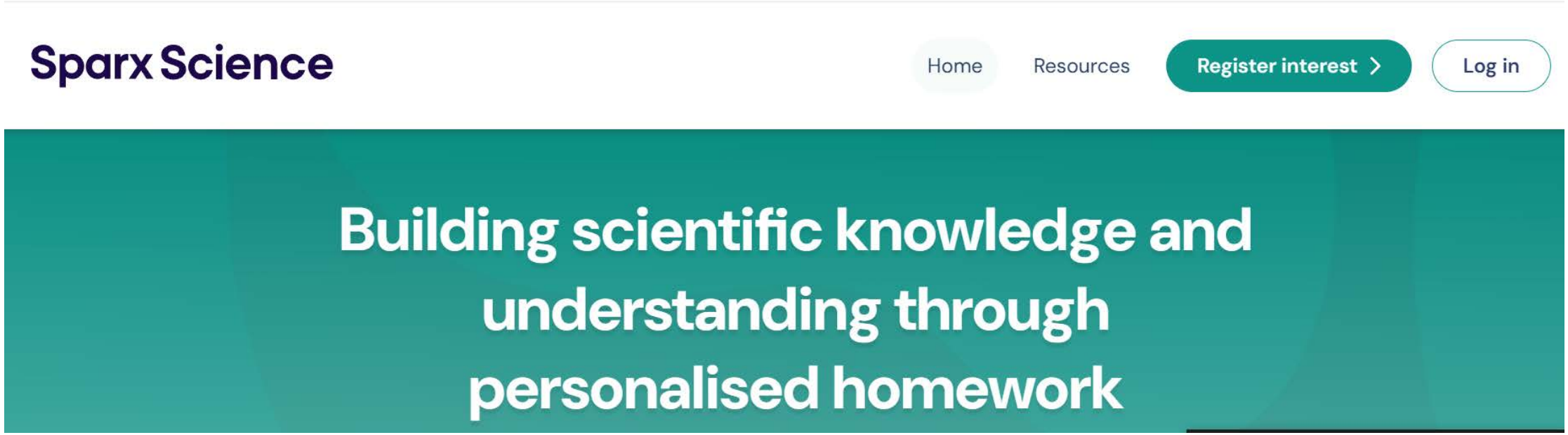
Y9 Assessments

- Year 9 will complete an assessment for every topic covered. They will receive a combined grade based on multiple assessments in every progress check.

- At the end of year 9 all students will sit an end of year assessment covering the topics they studied this year.

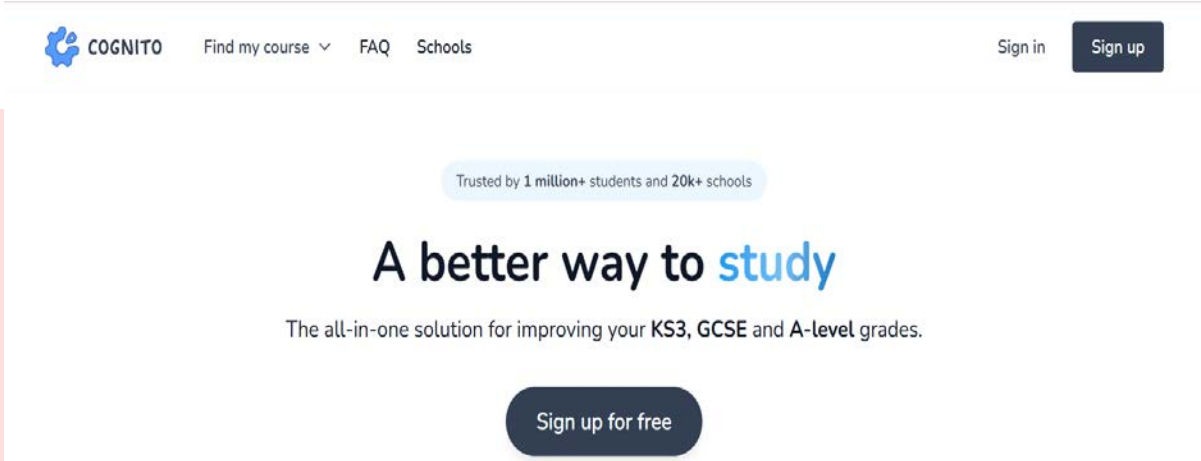
Homework

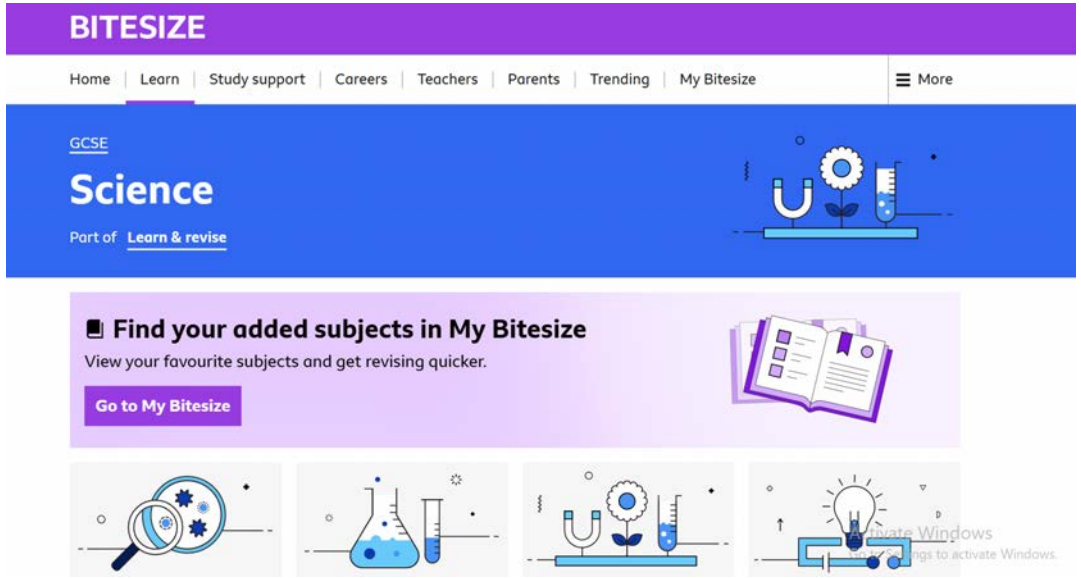
Students will be set Sparx Science homework every **Wednesday**



GCSE Science Resources

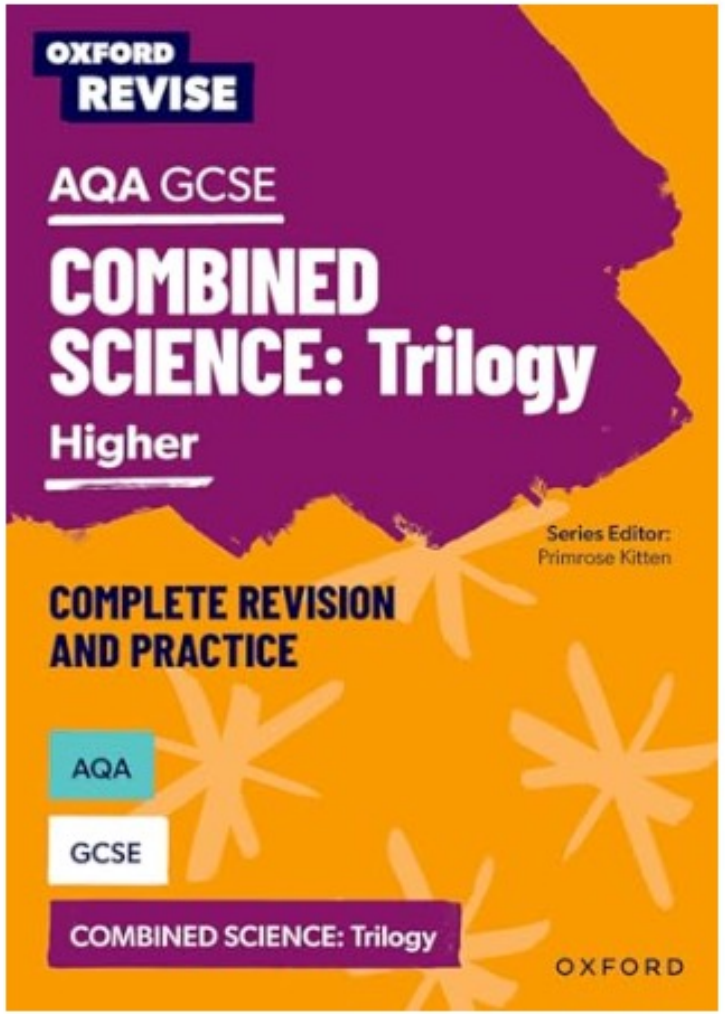
- Sparx Science
- Cognito – Lessons, quizzes, flashcards and exam papers
- BBC Bitesize – Topic summaries, quizzes and sample questions
- Oxford Revise textbooks





Combined Science

Triple Science





P4 Supplying electricity

Mains electricity

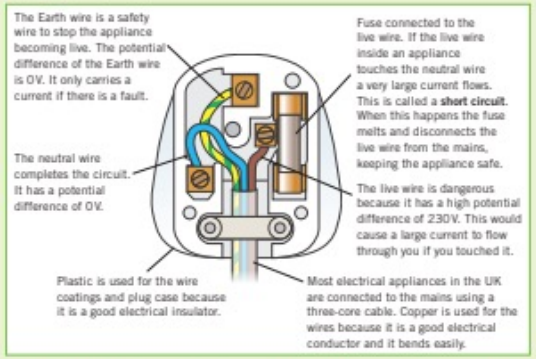
A cell or a battery provides a **direct current (dc)**. The current only flows in one direction and is produced by a **direct potential difference**.

Mains electricity provides an **alternating current (ac)**. The current repeatedly reverses direction and is produced by an **alternating potential difference**.

The positive and negative terminals of an alternating power supply swap over with a regular frequency.

The frequency of the mains electricity supply in the UK is 50 Hz and its voltage is 230 V.

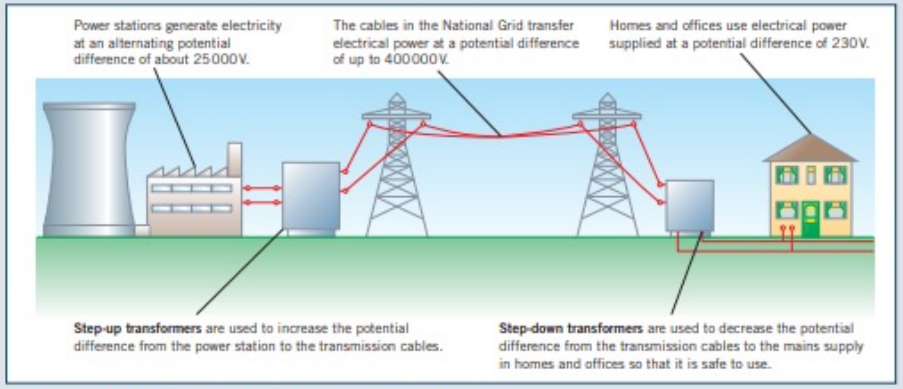
Plugs



The National Grid

The **National Grid** is a nationwide network of cables and transformers that link power stations to homes, offices, and other consumers of mains electricity.

Transformers are devices that can change the potential difference of an alternating current.



You will learn more about transformers in chapter 18 of this book.

Why do transformers improve efficiency?

A high potential difference across the transmission cables means that a lower current is needed to transfer the same amount of power, since:

power (W) = current (A) × potential difference (V)

$$P = IV$$ (L)

A lower current in the cables means less electrical power is wasted due to heating of the cables, since the power lost in heating a cable is:

power (W) = current^2 (A) × resistance (Ω)

$$P = I^2R$$ (L)

This makes the National Grid an efficient way to transfer energy.

If 100% efficiency is assumed:

primary potential difference × primary current = secondary potential difference × secondary current

$$V_p I_p = V_s I_s$$

Energy transfer in electrical appliances

Electrical appliances transfer energy.

For example, an hairdryer transfers energy electrically from a chemical store (e.g., the fuel in a power station) to the kinetic energy store of the fan inside the hairdryer and to the thermal energy store of the heating filaments inside the hairdryer.

When you turn an electrical appliance on, the potential difference of the mains supply causes charge (carried by electrons) to flow through it.

You can calculate the **charge flow** using the equation:

(L) charge flow (C) = current (A) × time (s)

$$Q = It$$

You can find the energy transferred to an electrical appliance when charge flows through it using:

(L) energy transferred (J) = charge flow (C) × potential difference (V)

$$E = QV$$

You can find the energy transferred by an electrical appliance using the equation:

(L) $$\text{power (W)} = \frac{\text{energy transferred (J)}}{\text{time (s)}}$$

$$P = \frac{E}{t}$$

Revision tip

This topic has the potential for some high level maths questions. If you see a question and you can't decide which equation you need to use to solve it, try looking at combinations of equations.

Revision tip

There are lots of equations in this topic that you need to learn. Find the best way for you to remember them. It could be flashcards, a mnemonic, or changing the lyrics to your favourite song.

Key terms

Make sure you can write a definition for these key terms.

alternating current
alternating potential difference
charge flow
coulombs
direct current
direct potential difference
fuse
National Grid
short circuit
step-down transformer
step-up transformer

Retrieval

Learn the answers to the questions below then cover the answers column with a piece of paper and write as many as you can. Check and repeat.

P4 questions	Answers
1 How does a material become charged?	becomes negatively charged by gaining electrons and becomes positively charged by losing electrons
2 What will two objects carrying the same type of charge do if they are brought close to each other?	repel each other
3 What is an electric field?	region of space around a charged object in which another charged object will experience an electrostatic force
4 What happens to the strength of an electric field as you get further from the charged object?	it decreases
5 What is electric current?	rate of flow of charge
6 What units are charge, current, and time measured in?	coulombs (C), amperes (A), seconds (s) respectively
7 What is the same at all points when charge flows in a closed loop?	current
8 What must there be in a closed circuit so that electrical charge can flow?	source of potential difference (p.d.)
9 Which two factors does current depend on and what are their units?	resistance in ohms (Ω), p.d. in volts (V)
10 What happens to the current if the resistance is increased but the p.d. stays the same?	current decreases
11 What is an ohmic conductor?	conductor where current is directly proportional to the voltage so resistance is constant (at constant temperature)
12 What happens to the resistance of a filament lamp as its temperature increases?	resistance increases
13 What happens to the resistance of a thermistor as its temperature increases?	resistance decreases
14 What happens to the resistance of a light-dependent resistor when light intensity increases?	resistance decreases
15 What are the main features of a series circuit?	same current through each component, total p.d. of power supply is shared between components, total resistance of all components is the sum of the resistance of each component
16 What are the main features of a parallel circuit?	p.d. across each branch is the same, total current through circuit is the sum of the currents in each branch – total resistance of all resistors is less than the resistance of the smallest individual resistor

Now go back and use the questions below to check your knowledge from previous chapters.

Previous questions	Answers
1 What is a black body?	theoretical object that absorbs 100% of the radiation that falls on it, and does not reflect or transmit any radiation
2 Describe the energy transfer when a ball is fired using an elastic band.	Energy is transferred mechanically from the elastic store of the elastic band to the kinetic store of the band. Some energy is dissipated to the thermal store of the surroundings.
3 What are the main renewable and non-renewable resources available on Earth?	renewable: solar, tidal, wave, wind, geothermal, biofuel, hydroelectric non-renewable: coal, oil, gas, nuclear
4 What are the main advantages and disadvantages of using biofuels?	advantages: can be 'carbon neutral', reliable disadvantages: expensive to produce, use land/water that might be needed to grow food
5 Define specific heat capacity.	amount of energy needed to raise the temperature of 1 kg of a material by 1 °C
6 Name the four ways in which energy can be transferred.	heating, waves, electric current, mechanically (by forces)

Required Practical

Practise answering questions on the required practicals using the example below. You need to be able to apply your skills and knowledge to other practicals too.

Resistance in electrical circuits

You need to be able to measure resistance in an electrical circuit. You can use current and potential difference (p.d.), or an ohmmeter.

Length, cross-sectional area, and material all affect the resistance of a wire.

The arrangement of components affects the resistance of a circuit.

When measuring the resistance of a wire, remember to:

- turn off the power supply when not taking readings to stop the wire getting hot
- fix the wire to a ruler so that the wire is straight
- use crocodile clips that make a good contact with the wire.

When measuring the resistance of a circuit experiment, remember to make sure the ammeter measures the total current.

Worked example

A student uses an ammeter and a voltmeter to measure the resistance of a piece of wire.

Length in cm	10	20	30	40	50
p.d. in V	0.47	0.59	0.64	0.69	0.72
Current in A	0.24	0.16	0.14	0.11	0.10
Resistance in Ω	2.0	3.7	4.6	6.3	

1 Calculate the resistance when the length is 60 cm.

$$\text{resistance} = \frac{\text{p.d.}}{\text{current}} = \frac{0.72}{0.10} = 7.2\ \Omega$$

2 Describe how resistance changes with length of a piece of wire.

As the length of the wire increases, the resistance increases proportionally.

3 Another student finds that resistance does not increase proportionally with the length of wire. Suggest why, and explain your answer.

The wire was still heating up, so the resistance was changing because of temperature not just the change in length.

Practice

Describe how to set up an experiment to compare the resistance of a circuit containing three unequal resistors in parallel with the resistance of a circuit containing three resistors in series.

Include circuit diagrams in your answer.

Exam-style questions

01.1 Draw **one** line from each statement beginning to the correct statement ending. You do not need to use all of the endings.

[3 marks]

Statement beginning	Statement ending
The potential difference of the mains electricity in the UK is…	…50 Hz.
	…direct.
The frequency of mains electricity in the UK is…	…about 230 V.
	…100 Hz.
The mains supply in the UK produces a current that is…	…alternating.

Exam Tip

Start this question looking at the units – once you remember the unit for potential difference the answer should become clear.

01.2 Complete the sentences below using the words in the box.

You will need to use some of the words more than once.

live **earth** **neutral**

The potential difference between the live and _____ wires is 230 V.

The potential difference between the _____ and _____ wires is 0 V.

When an appliance is connected to the mains and turned on a current flows in the _____ and _____ wires.

[5 marks]

01.3 Describe the reason for having an earth wire in a circuit. **[1 mark]**

_____

_____

_____

02 A student has a small electric motor.

02.1 They connect the motor in a circuit with a 6 V battery.

A current of 1.5 A flows in the circuit.

Show that the power of the motor is 9 W. **[2 marks]**

_____

_____

_____

_____

Exam Tip

'Show' questions are great! You already know the answer (9 W), so you just need to clearly show the examiner that you can use an equation to get this answer.

02.2 The student turns the motor on for 30 seconds.

Write down the equation that links power, energy, and time.

[1 mark]

_____

02.3 Calculate the energy transferred by the motor. **[3 marks]**

_____ J

Exam Tip

For this question you need to use the answer from **02.1**. This is common in exams – you may have to look back at this question to get all the information you need.

02.4 The student finds a lamp with the same power rating as the motor.

They connect the lamp to another 6 V battery.

They then turn both circuits on for 30 seconds.

Select the correct statement below. Tick **one** box. **[1 mark]**

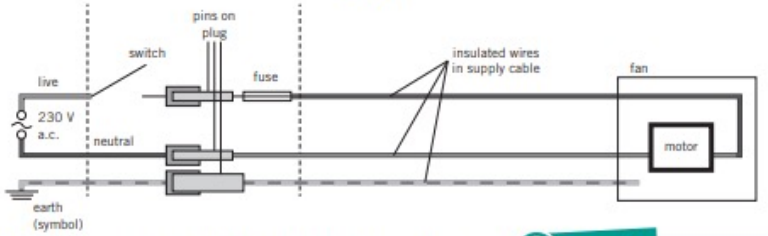
- The motor transfers more energy than the lamp. ☐
- Both devices transfer the same amount of energy. ☐
- The lamp transfers more energy than the motor. ☐

Exam Tip

Only tick **one** box – if you tick two you'll get no marks.

03 **Figure 1** shows how the motor that drives a desk fan is connected to the mains supply.

Figure 1



03.1 Use **Figure 1** to explain how the fuse and earth wire prevent a person being injured if there is a fault. **[5 marks]**

03.2 Suggest how to construct the fan so that an earth wire is not required.

Explain your suggestion. **[2 marks]**

Exam Tip

This question may seem easy, but look at the number of marks – 5!

To get full marks on this question you must refer back to the information in the figure.

For answers and more practice questions visit www.oxfordrevise.com/scienceanswers

Even more practice and interactive revision quizzes are available on kerboodle

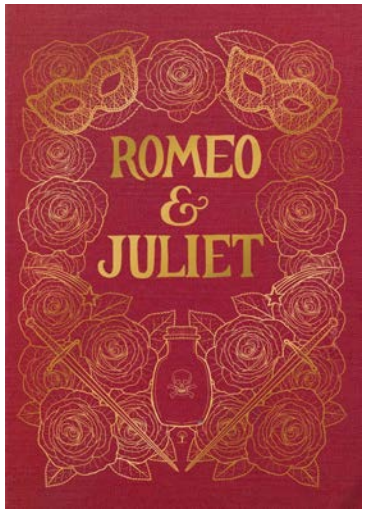
Year 9 English

- TRANSITION YEAR TO GCSE

KS3 English

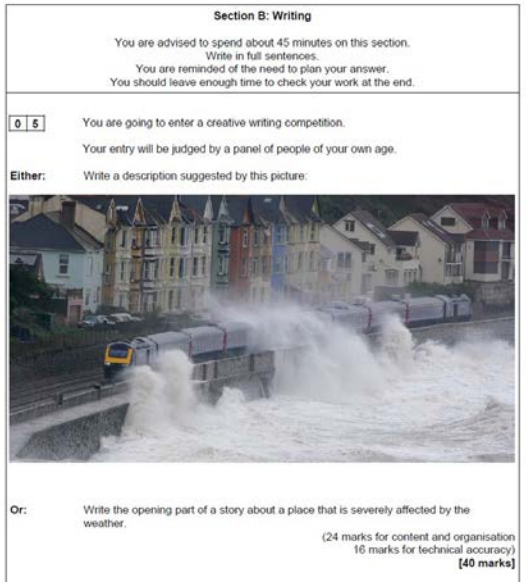
IN YEAR 9 WE STUDY:

- ROMEO AND JULIET
- PERSUASIVE WRITING
- ANIMAL FARM
- CREATIVE WRITING- DYSTOPIA
- GCSE POETRY
- GCSE LANGUAGE PAPER 2
- GCSE SPOKEN LANGUAGE





English Language – Two exams



Section B: Writing

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

0 5 You are going to enter a creative writing competition.

Your entry will be judged by a panel of people of your own age.

Either: Write a description suggested by this picture:

Or: Write the opening part of a story about a place that is severely affected by the weather.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Paper 1:

- Reading and writing fiction texts
- Students read one fiction text and then answer questions on language and structure
- Own creative/descriptive writing

Paper 2:

- Reading and writing non-fiction texts
- Students read a modern and 19th century non-fiction text and make comparisons
- Own non-fiction writing expressing a point of view

English Literature – Two exams

Paper 1:



Paper 2:



Yr9 Homework and Reading

- Individual teachers will regularly set H/W according to the work being covered in their lessons

- Fortnightly Library lessons to develop enjoyment of reading

Class charts PARENTAL Engagement



Advice for Parents :

- Log on as frequently as you can.
- Have meaningful conversations positive/negative.
- Contact teachers directly if you have any queries or concerns.
- We are aiming to make Class Charts our primary source of communication.

If you are missing the log in code – your child's form tutor or any member of staff can give this to you.
Please contact form tutors or ask at reception.

We use class charts to:
Send important announcements
Detention notifications
Monitor behaviour and rewards
Monitor attendance
Keep a track of attendance
Use of the school reward shop
Homework diary / Schedule.

Changes to Mobile Phone Policy

- No smartphones are allowed in school. Normal 'brick phones' are allowed off in bag.
- Found smartphones will need to be collected by parents – after 15 school days.
- Failure to hand over phone will result in suspension.
- Please support us with making the school smartphone free.

Social Media

The school strongly recommends discouraging your child from the use of social media,

Make sure you are having open and honest conversations about what your child is looking at.

- Question you child to make sure they are asking questions about who they are speaking with online? How are they sure?
- Remember that your child might not be accessing certain sites through a phone but on other online devices.
- Make sure that you are setting timed limits with phone/screen use – especially around bedtimes.
- Check in with group chats that they know everyone that they are speaking with and make sure that understand how to report or tell an adult if they are uncomfortable about what is being said.
- Make sure that they have consented to be in group chats.
- 11-18s | CEOP Education

Dangers of social media for children 'like cancer risk of smoking', says counter-terrorism chief

Britain's head of counter-terrorism policing has called for Parliament to "explore" implementing age verification on social media sites as he compared the harm caused by social media to the "cancer" ...

Opinion: Growing dangers of misinformation on social media

Recently as more and more people have started using different social media, many have begun to turn to these platforms as a source for news. However, this can often lead to confusion because although ...

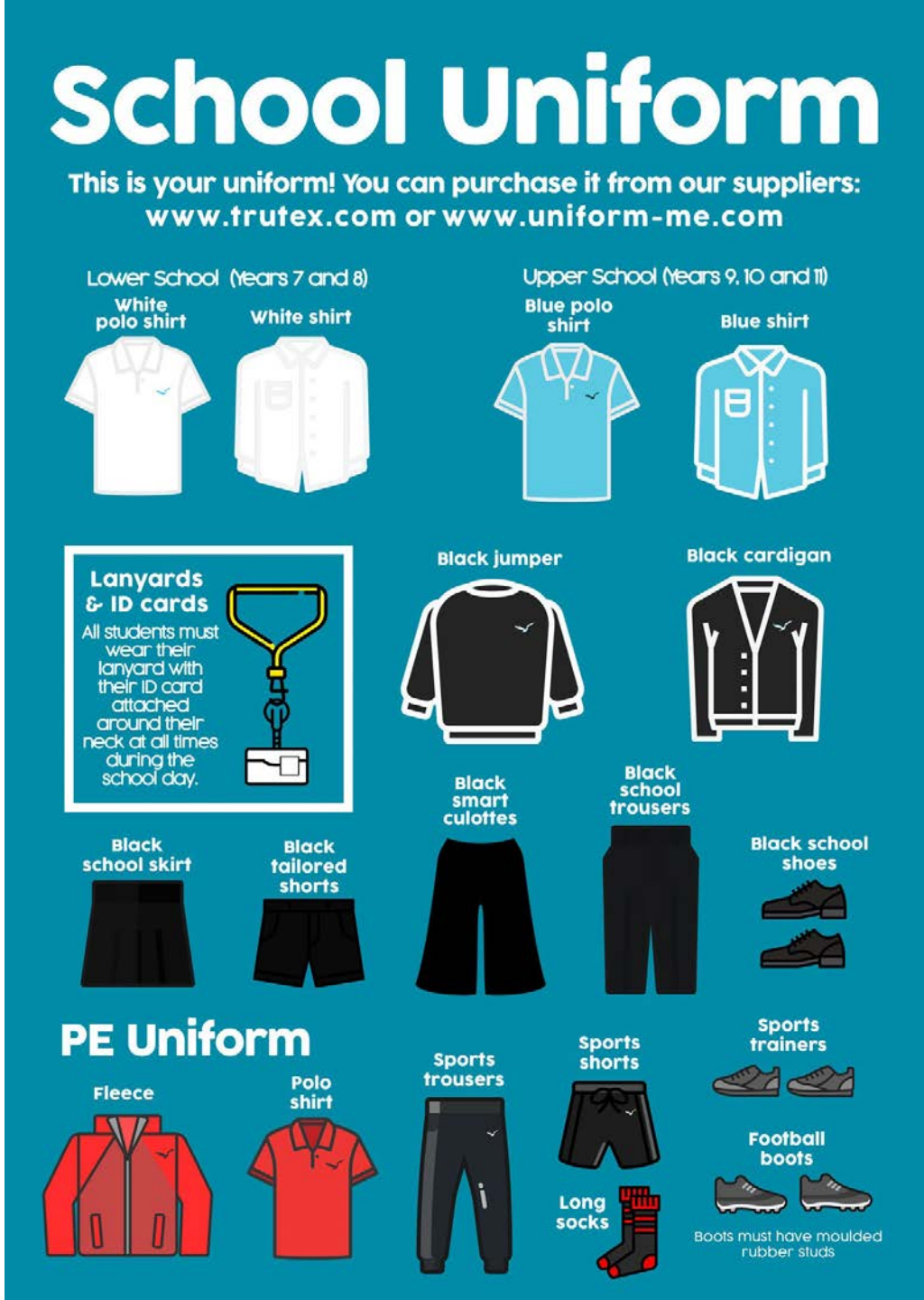
'Social media risks outweigh benefit in under 16s'

A childhood advocate from Jersey has said the risks of social media outweigh any benefits for people under 16 years old. It follows the topic of a social media ban for people aged under 16 being ...

Social media companies are being sued for harming their users' mental health – but are the platforms addictive?

Experts say the term 'addiction' is be overused and, for social media use, could be difficult to prove Forthcoming legal proceedings against Meta and YouTube are frequently referred to as the "social ...

Uniform Expectations



11/19/26

Year 8 – Highlights















