

# Year 9 – Revision List

Assessment Window 1: Monday 10<sup>th</sup> September – Friday 21<sup>st</sup> September

In this assessment window you will take tests, under examination conditions, in your learning sessions. These tests will be used to work out a grade you are working at now and what we anticipate you will get at the end of Year 11. This will form a tracking report that goes home to your parents and carers. You will use the results from these tests to help inform which subjects you would like to choose at GCSE.

To help you prepare for these tests, each subject has provided a revision list. You will take assessments in

- English
- Maths
- Science
- History
- Geography
- Religious Studies
- Technology
- Spanish

Each subject area will give you more revision material in session time as well as this revision list.

You will also have assessments ongoing in Performing Arts, Business Studies, PE and Art, but not necessarily under formal examination conditions.

## How can you prepare for these assessments?

- Use your 40 minute daily tutor time wisely
- Revise for three subjects an evening, for 30 minutes each
- Use 'sam learning' to revise important topic areas
- Get your friends/parents to test you
- Write revision notes and key terms
- Create a revision map for each subject area

Good Luck

**Dr S D Beach**  
**Assistant Principal**

# English

Due to the nature of your Linear Assessments you will be tested on things that you might not have done in lessons for a while; this is to help you prepare for GCSE Examinations where you are tested in a similar way!

To help you revise please use the information below- and don't forget to speak to your Learning Tutor if you feel like you need some help!

Content	What marks are awarded for	Marks available
Q1: Students will have to read a focussed extract and select relevant information from the text	-One mark is awarded for each correct statement taken from the correct section of the text	4
Q2: Students will be asked to focus on an extract and will be asked a question around how language is used for effect. This is using the PEEL skill that students are very familiar with in lesson. The suggested timing for this question is around 20 minutes.	<ul style="list-style-type: none"> <li>-Making a point that answers the question</li> <li>-Providing quotations from the text to support and prove the point that you have made.</li> <li>-Explaining why that quote proves your point</li> <li>-Explaining the effect of that quotation on the reader using subject terminology, ie verb, simile, adjective</li> <li>-Where appropriate selecting individual words from the text and explaining the additional impact.</li> </ul>	8
Q3: Pupils will be asked to focus on the whole of the extract and will be asked a question about how the text is structured. The suggested timing for this question is about 20 minutes	<ul style="list-style-type: none"> <li>-Make a point that answers the question</li> <li>-Provide quotations from the text to support and prove the point that you have made</li> <li>-Explain the writer's intentions in structuring the text in this way</li> </ul>	8
Q4: Pupils will be asked to read a focused extract and will be asked a question about the characters in the text Students should allow 25 minutes to answer this question.	<ul style="list-style-type: none"> <li>-Comment on the characters and your impression of the characters</li> <li>-Provide quotations from the text to support the comments that you have made</li> <li>-Evaluate how the writer has created these impressions</li> </ul>	20
Q5: Students will be asked to complete a piece of descriptive writing based on either a photograph or a given scenario  Pupils should spent approximately 45 minutes on this question.	<ul style="list-style-type: none"> <li>-Communicate their ideas clearly, effectively and imaginatively</li> <li>-Adapt the correct tone, style and register               <ul style="list-style-type: none"> <li>- Use a range of vocabulary for effect</li> </ul> </li> <li>-Use a range of sentence structures effectively               <ul style="list-style-type: none"> <li>-Use accurate spelling</li> </ul> </li> <li>-Use a range of punctuation for effect</li> </ul>	24 Content 16 Technical Accuracy

# Mathematics

During this test you will be able to use calculator.

Topics	Resources
<ul style="list-style-type: none"><li>• Coordinates</li><li>• Quadrilaterals</li><li>• Probability</li><li>• Speed</li><li>• Angles</li><li>• Percentages of amounts</li><li>• Fractions of amounts</li><li>• Ratio</li><li>• Square numbers</li><li>• Prime numbers</li><li>• Factors</li><li>• Expanding Brackets</li><li>• Scale Drawings</li><li>• Sequences</li><li>• Averages and Ranges from a Table</li><li>• Surface Area</li><li>• Pythagoras' Theorem</li><li>• Changing the Subject</li></ul>	<p><u>Useful websites:</u></p> <p><a href="http://corbettmaths.com/">http://corbettmaths.com/</a></p> <p><a href="https://www.samlearning.com/">https://www.samlearning.com/</a></p> <p><a href="http://keshmaths.com/">http://keshmaths.com/</a></p> <p><a href="http://prethomework.weebly.com/">http://prethomework.weebly.com/</a></p> <p><u>School Shared Area:</u></p> <p><a href="W:\Mathematics\Maths Watch\Key Stage 3">W:\Mathematics\Maths Watch\Key Stage 3</a></p>



# QR Codes

Download the app QR Reader, with the icon shown above.

This will allow you to scan the QR codes below to access helpful revision videos on your phone in seconds!



**Calculator**



**Solving Equations**



**Expand Single Bracket**



**Ratio**



**Collect Like Terms**



**nth Term**



**Fractions of an Amount**



**Percentage of an Amount**



**Surface Area**



**Averages**



**Pythagoras**



**Probability**



**Maps & Scale**



**Quadrilaterals**



**Mean from a Table**



**Change Subject**



**Speed, Distance, Time**

Happy Revising ☺

# Science

## Biology

- Carbon Cycle
- Nitrogen Cycle
- Nutrition/Digestion
- Classification
- Microorganisms
- Genetics and Evolution
- Respiration
- Plants

## Chemistry

- Heating curves
- Cooling curves
- Rates of reaction
- Reactivity series
- Alloys
- Rock cycle

## Physics

- Space
- Power/efficiency
- Thermal energy transfer
- Magnetism
- Motion
- Forces

## Geography

- Map skills
- Africa
- Weather and climate
- China
- Coasts
- Deserts

## Spanish

- Film and TV
- Likes and Dislikes

**¡RESUMEN!** I can...

**1!**

- say what I like and don't like
- ask someone what they like / dislike
- react to what others say
- use the present tense of **ser**

Me chifla la música. No me gustan nada los insectos.  
¿Qué cosas te chiflan? ¿Qué cosas no te gustan?  
¡Qué guay! ¿Estás loco/a?  
Soy miembro de un club. En mi familia somos músicos.

**2!**

- say what I do on different days
- ask someone about their week
- say when or how often I do things
- use the present tense of regular verbs

Los lunes bailo Zumba®.  
¿Cómo organizas tu semana?  
casi todos los días, a menudo  
Cocino. Leo libros. Escribo canciones.

**3!**

- say what type of film it is
- say what type of films I like
- say how often I go to the cinema and who with
- use the indefinite or definite article
- use the present tense of **ir**

Es una película de acción.  
Me encantan las películas de ciencia ficción.  
Voy al cine una vez al mes. Voy con mis amigos.  
Es una comedia. Me chiflan las comedias.  
Voy al cine con mi tía. Vamos los domingos.

4!

- say when I am going to celebrate my birthday
- say who I am going to celebrate with
- say where I am / we are going to go
- say what I am / we are going to do there
- say what it is going to be like
- use the near future tense
- S use sequencers

Voy a celebrar mi cumpleaños la semana que viene.  
Voy a celebrar con mi familia.  
Voy a / Vamos a ir al parque de atracciones.  
Voy a / Vamos a montar en una montaña rusa.  
¡Va a ser guay!  
Voy a jugar al paintball. ¡Va a ser genial!  
primero, luego, más tarde

5!

- S use listening strategies:
  - listen for clues in background noises
  - use picture and text clues to make predictions before listening
  - listen for indirect information
  - listen for time markers and tenses

2!

- S use reading strategies to understand authentic texts:
  - use the task or questions to help me search for key words
  - read a text for gist to get an overall idea of its theme
  - use cognates and near-cognates
  - use context and common sense to work out meaning
  - use headings as a way into a longer text

## History

- Reasons WW1 started
- Kaiser Wilhelm II

## RE

- Beliefs about God
- Pilgrimage
- People who changed the world e.g. Martin Luther King, Gandhi.
- Using animals for food
- Is it Right to Kill? – embryo research, conjoined twins, when does life begin, euthanasia, war.

# DT

Length of Test 1 hour

Content	What marks are awarded for	Marks available
<b>Q1:</b> Students will need to answer questions about plastics and their properties	4 facts will be required each worth 1 mark.	4
<b>Q2:</b> Students will need to identify what CAD is	- marks awarded for correct definition	1
<b>Q3:</b> Students will need to explain the advantages and disadvantages of using CAD.	- A balanced explanation of advantages and disadvantages given with examples	6
<b>Q4:</b> Students will need to display knowledge of smart materials	- Marks will be awarded for identifying a smart material and explaining its properties	4
<b>Q5:</b> Students will need to identify electronic components from their circuit symbols	- 1 mark for identification and 1 mark for explaining their function	4
<b>Q6:</b> Students will be asked to label the Eatwell plate	- 1 mark for each correct label and 1 mark for an example in each section	10
<b>Q7:</b> Students will be asked to identify high protein foods	- 1 mark for each high protein food identified	3
<b>Q8a:</b> Students will be asked to design 2 main meal dishes which meet a set of design criteria	- Marks will be awarded for designs which are neatly presented and are annotated to explain how they meet the design criteria	10
<b>Q8a:</b> Students will be asked to create a production plan of how one of their dishes will be made	- Marks will be awarded for a logical plan with health and hygiene identified and Quality control checks at relevant stages	8