Year 9 – Revision List

Assessment window 2: Monday 14th January – Friday 25th January 2019

In this assessment window you will take tests, under examination conditions, in your learning sessions. These tests will be used to work out a GCSE grade 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**. The Y9 parents' evening is combined with the guided choices evening on Thursday 14th March 2019**

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

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

Each subject area will give you more revision material in session time as well as this revision list. There is also further help on the Academy website.

You will also have assessments ongoing in Performing Arts, 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 up to 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
- Use what you learned at your 'revision skills session' that you had in the theatre on 16th January.

Good Luck

Dr S D Beach
Assistant Principal

English

Length of Test 2 hours (plus 15 minutes reading time)

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 the activities set on SAM Learning - 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 (/104)
There is 15 minutes reading time to read two different extracts with a similar topic – both are unseen. One will be a modern text, the other will be written before 1900. There is also an unseen poem that will need to be read for Question 6.		
Q1: Students will have to read a focussed extract and based on that extract select 4 statements out of 8 that are true. **This question should take around 5 minutes to complete.**	- One mark for each correct statement that is selected. - For this question, only the four selected answers will be marked; make it clear which ones you want marked if you make a mistake!	4
Q2: Students will need to summarise and bring together (or synthesise) information from both extracts in a summary. **They will need to infer hidden meanings for the highest marks.** **This question should take around 10 minutes to complete.**	- Making a statement to bring together and compare relevant information from each text. -Using quotations that prove the connections between these texts. - Explaining how these quotes show the similarities and differences. -Reading between the lines to look for less obvious connections.	8
Q3: Students will look closely at one of the extracts and be asked how language has been used to influence the reader. **They will need to use PEEL paragraphs to explain the writer's language choices and the impact they have on readers.** **This question should take around 10 minutes to complete.**	- Making a point that answers the question. - Providing quotations from the text to prove the point that you have made. - Explaining why that quote proves your point. - Explaining the general effect of that quotation on the reader. - Selecting individual words from the text and explaining the impact they have on readers of the text. - Using technical vocabulary (e.g. simile, verb, adjective, metaphor etc.) throughout your answer.	12

Q4: Students will be asked to compare the whole of the two extracts. **They will need to write multiple PEEL or PEECEEL paragraphs, which they are familiar with. They can re-use any quotations they have used in previous questions without penalty.** **Students should focus on the ways the authors of the texts get their ideas across – explaining the methods used by the authors is crucial.** **This question should take around 20 minutes to complete.**	- Making statements that highlight the similarities and differences between the two texts. - Using quotations from each text that prove the comparisons that you are making. - Explaining how the writers of the texts have used similar or different methods to each other. - Explaining how the texts may have similar or different points of view on the topic that links them together.	16
Q5: Students will be asked to create a piece of non-fictional writing that is based on a real-word issue. It will typically be in response to a statement given to the students. **It could consist of an article, a speech, a letter, an essay or the text for a leaflet (there are no marks available for illustrations etc.)** **Students could be asked to write to explain, instruct, advise, argue or persuade.** **Students should focus on HOW they write as well as what they write.** **This question should take around 45 minutes to complete.**	-Using paragraphs to organise their work -Using a wide range of punctuation accurately and for effect -Starting their sentences in interesting ways -Using a variety of sentence lengths and types accurately and for effect. -Using impressive vocabulary spelt with precision -Ensuring that their work is connected and guides the reader through the text -Using a variety of language features (direct address, rhetorical questions etc.) appropriate to the task.	40 (24 for content and paragraphing; 16 for Spelling, Punctuation and Grammar)
Q6: Students will be provided with an unseen poem they must read and analyse for the author's use of language. **They will need to use PEEL paragraphs to explain the writer's language choices and the impact they have on readers.** **This question should take around 30 minutes to complete.**	- Making a point that answers the question. - Providing quotations from the text to prove the point that you have made. - Explaining why that quote proves your point. - Explaining the general effect of that quotation on the reader. - Selecting individual words from the text and explaining the impact they have on readers of the text.	24

	Using technical vocabulary (e.g. simile, verb, adjective, metaphor etc.) throughout your answer.	

Maths

Length of Test: 1 hour

Calculator not permitted

Content	What marks are awarded for	Marks
Number	• Fractions, Decimals and Percentages • Square Numbers • Worded arithmetic problems • Order of Operations	4 2 3 3
Algebra	• Drawing Coordinates • Coordinates from y = mx + c • Expanding and simplifying expressions • Gradient from coordinates • Algebraic Fractions • Changing the subject	3 4 7 2 3 3
Geometry	• Area and Perimeter of 2D Shapes • Scale Drawings • Volume of a prism • Surface area	3 3 3 4
Probability	• Probability Scale	1
Statistics	• Composite Bar Chart	5
Ratio and Proportion	• Speed, distance and time • Direct Proportion • Inverse Proportion	4 2 2

Resources:
Mathsgenie.co.uk
Samlearning.co.uk

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!

Maps & Scale

Collect Like Terms

Expand Single Bracket

Change Subject

Volume

Linear Graphs

FDP

Circles

Quadrilaterals

Perimeter

Area

Linear Graphs

Bar Charts

Add Fractions

Alg. Fraction 1

Speed, Distance, Time

Direct Proportion

Happy Revising ☺

Science

Subject	Revision List
Biology	Organ systems Selective Breeding Reproduction – developing foetus Antagonistic Muscles Effect of exercise on pulse rate/respiration Adaptations of the lungs Drugs, alcohol, addictions Cells – plant and animal Adaptations of animals and plants
Chemistry	Change of state (solids, liquids, gases) Elements, mixtures, compounds States of Matter Metals vs non-metals Acids and Alkalis Periodic table Hazard symbols Simple word equations Endo and exothermic reactions Rocks (igneous, sedimentary and metamorphic) Density Separating salt from rock salt
Physics	Forces Balanced forces Simple electrical circuits Resistance Solar System Calculating Weight Waves Reflection/refraction Energy Renewable vs non-renewable Density Conduction, convection and radiation Magnetism Energy efficiency Ultrasound

History

The end and aftermath of WWI

Sub-topic	Things to know/revise
• Prior learning (Tudor rulers)	• There will be some simple questions on previous knowledge.
• WWI	• Events in the war. • Reasons the war started.
• Treaty of Versailles	• What was in it? • Who was involved in creating it? • What were their aims?
• End of the war	• Who was to blame for WWI? • What consequences were there of the war?

Religious Studies

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.

Halal

Muslim Clothing

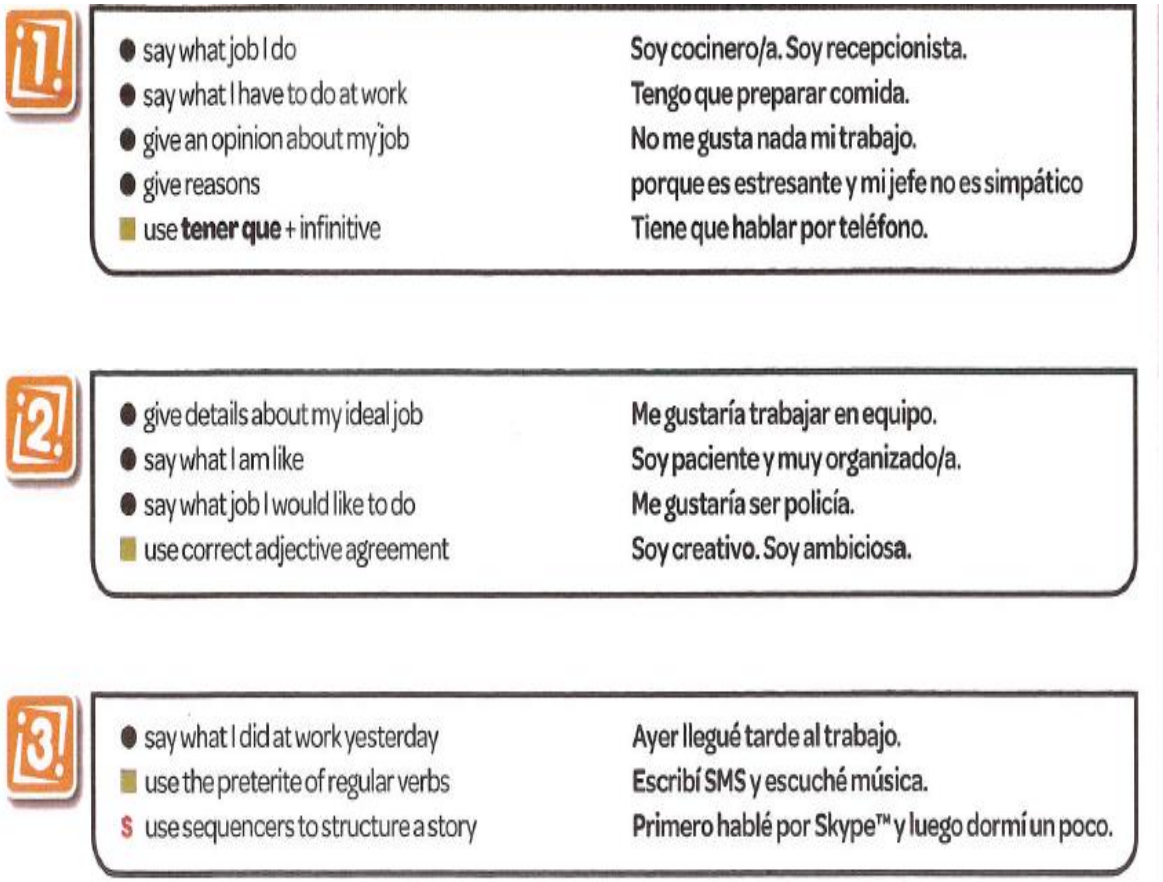
Islam and Sport

The challenges to being a Muslim in the 21st Century

Geography

Section A – Geographical Skills	Height (contour lines) 4 and 6 figure grid references Scale (distance) Map Symbols Locating places
Section B – Africa	Definition of key terms How different development indicators (e.g. Poverty) affects people living in Africa
Section C – Weather and Climate	Interpreting climate graphs Explaining climate
Section D – China	Definition of key terms One Child Policy
Section E – Deserts	Definition of key terms Surviving in extreme environments
Section F – Coasts	Definition of key terms Landforms Formation of landforms
Section G – National Parks	Locating National Parks Tourism in National Parks
Section H – Natural Hazards	Definition of key terms Labelling the structure of the Earth Evidence for natural hazards Aid
Section I – Rainforests	Layers of the rainforest Rainforest survival

Spanish



1	
● say what job I do	Soy cocinero/a. Soy recepcionista.
● say what I have to do at work	Tengo que preparar comida.
● give an opinion about my job	No me gusta nada mi trabajo.
● give reasons	porque es estresante y mi jefe no es simpático
■ use **tener que** + infinitive	Tiene que hablar por teléfono.
2	
● give details about my ideal job	Me gustaría trabajar en equipo.
● say what I am like	Soy paciente y muy organizado/a.
● say what job I would like to do	Me gustaría ser policía.
■ use correct adjective agreement	Soy creativo. Soy ambiciosa.
3	
● say what I did at work yesterday	Ayer llegué tarde al trabajo.
■ use the preterite of regular verbs	Escribí SMS y escuché música.
S use sequencers to structure a story	Primero hablé por Skype™ y luego dormí un poco.

Skills

Knowledge of

- present tense
- past tense
- future tense
- Tener que (tengo que… I have to)
- A range of adjectives
- A range of opinions
- Translation into Spanish

Content

- Jobs
- World of work
- Cinema
- TV
- Film

Business Studies

Length of Test: 50 minutes

Marks Available: 50

Skills Tested: Multiple choice, List, define, explain, analyse, evaluate

Topics

1. Target Audience and Unique Selling point
2. Research
    a. Primary research
    b. secondary research
    c. Open and closed questions
3. Consistency in business documents
4. Stakeholders
    a. Internal
    b. External
    c. Conflicts of Interest
5. Job Adverts
6. Leadership Styles
    a. Autocratic
    b. Democratic
    c. Paternalistic
    d. Lassie Faire
7. Health and Safety.
8. Communication
    a. Formal and informal
    b. Urgent and non-urgent
    c. Confidential and non confidential
    d. Internal and external
9. Organisational Structures
    a. Flat
    b. Hierarchical (tall)
    c. Span of control and chain of command
10. Barriers to communication
11. WOVEN Communication

What can I do help my revision?

The best thing that you can do is to take your class booklet to revise from.
Ensure that you have completed the revision PowerPoint.
Highlight the pupil guide when you are comfortable that you understand a topic.
Attend a revision session on a Thursday evening.
Use the GCSE Business Studies section of BBC Bite size.
Use the supporting notes PowerPoint to refresh your knowledge.
Create some flash cards of Key terms.
Complete the revision worksheets in the revision folder.

Design & Technology

Length of Test 1 hour

Content	What marks are awarded for	Marks available
Q1: Students will need to name a naturally occurring material and a synthetic material	A correctly named natural material (which can be obtained and used without changing its chemical composition) and a synthetic material (which has been processed and had its chemical composition changed)	2
Q2: Students will need to identify some textiles components and pieces of equipment and explain their uses.	- Correctly name the piece of equipment or component - Describe it's use (how it is used or what it is used for)	4
Q3: Students will be asked to list 3 health and safety points they need to follow when using a sewing machine	- One mark for each correct piece of health and safety advice	3
Q4: Students will be asked complete a flowchart to explain a particular textiles manufacturing process	- Marks will be awarded for identifying the 6 stages of the process - Placing the stages in the correct order - Naming and explaining the use of equipment and materials used	6
Q5(a): Students will be given 3 functions of food packaging and asked to explain why the function is necessary	- 2 marks will be awarded for each function one for identifying what the function is and one for explaining why it is necessary	6
Q5(b): Students will be asked to explain what 3 key words used in Design and Technology mean	- 2 marks will be awarded for each, one for identifying what the word means in a Design & Technology context and one for giving and example	6
Q5(c): Students will be asked to design a disposable food package (like a McDonalds Happy meal box).	- Accurate and creative design ideas sketched on the sheet - Materials and construction methods explained - Surface decoration and colour used to meet the design expectations for the packaging - Detailed annotation to explain how the design meets the design criteria of the company	15
Q5(d): Students will be asked to evaluate how their design meets the key words explained in 5(a)	- Explaining the good points of their design and <u>how</u> it meets the keywords by highlighting features of the design - Explaining how the design might be improved or developed to make it more successful	8