



Aspire | Achieve | Thrive

# Revision List Year 9

## Assessment 2

# **Top 10 tips to support your child with revision**

- **Being a role model** - Help support them with revision by asking them questions, reading their notes and listening to them
- **Help them set goals** - Encourage them to keep their goals planner visible – e.g. printed and displayed on their bedroom wall. Help focus them and talk to them about their goals regularly
- **Keep them active** - Encourage them to keep active on a daily basis
- **Healthy eating** - Encourage them to eat breakfast everyday Eating the right food and drink can energise your system, improve alertness and sustain your child through the long exams
- **Time out** - Encourage them to build in opportunities to take some time out every week, away from study
- **Sleep patterns** - Young people need between 8 – 9 hours sleep per night
- **Unplugging** - Encourage them to unplug from technology everyday. Help them switch off from technology at least 30 mins- 1 hr before going to sleep
- **Staying cool & calm** - Promote a balance of their academic studies & other activities during the week
- **Belief** - Give them positive reinforcement
- **Be supportive**

# English

## **Type of assessment**

Year 9 will complete an on-line Quest assessment which will measure their progress for the year.

## **Length of assessment**

Three lessons for Quest. One lesson for Spoken Language.

- Prepare for the Spoken Language assessment
- To evaluative non-fiction devices in an unseen speech
- To make use of the most appropriate synonyms to shape meaning.
- To use punctuation appropriately.
- To use punctuation for an effect.
- To identify language devices.
- To make sophisticated inferences from a chosen text.
- To write up the first draft of the Spoken Language speech ready for assessment.

# Maths

## Type of assessment

60 Mark Assessment, including fundamental topics and content from the full year

## Length of assessment

One lesson

- Rounding
- Converting between fractions, decimals and percentages
- Working with ratios
- Increasing and decreasing by percentages
- Finding percentage change
- Finding the original amount before a percentage increase/decrease (reverse percentages)
- Finding error intervals
- Working with direct and inverse proportion
- Converting between currencies
- Working with standard index form
- Finding missing angles in a quadrilateral
- Finding missing angles in parallel lines
- Translating shapes
- Enlarging shapes
- Working with congruent shapes and similar shapes
- Drawing plans and elevations of shapes
- Working with distance/time graphs
- Circumference of a circle

- Working with bearings
- Finding Speed/Distance/Time
- Finding the volume of a cylinder
- Substituting into equations
- Solving equations and inequalities
- Changing the subject of a formula
- Working with linear and quadratic graphs
- Solving quadratic equations by factorising
- Working with probability
- Working with frequency trees

# Science

## Type of assessment

45 mark recall assessment and a 25 mark application assessment made up of a mixture of 1 to 6 mark questions. The assessments contain sections on Biology, Chemistry, Physics and some questions about skills in science.

## Length of assessment

One lesson for each assessment

- Testing new drugs
- Osmosis required practical
- Pathogens, disease and vaccination
- Atmospheric pollutants
- Earth's changing atmosphere
- Elements, compounds and mixtures
- Formulations
- Chromatography
- Distance time graphs
- Gas pressure and the particle model
- Density, specific heat capacity and specific latent heat

# History

## Type of assessment

50 Question recall test and a skills assessments

## Length of assessment

50 minutes

- Cold War up to Cuba
- Holocaust
- Events that changed the world up to the Space Race

# Geography

## Type of assessment

50 mark recall test and one extended writing question

## Length of assessment

50 minutes

- Economic sectors
- Industrial revolution in the UK
- Post-industrial economy
- Sustainable urban living - Transport challenges / solutions
- Structure of the earth
- Plate movement (Convection currents)
- Plate margins (Constructive, destructive and conservative)
- Characteristics and formation of earthquakes
- Example - Nepal 2015 earthquake (effects and responses)
- Example - Chile 2010 earthquake (effects and responses)
- Reducing the risk from tectonic hazards
- Why people live near tectonic hazards
- Rivers: Fluvial processes
- Rivers: Erosional landforms
- Rivers: Depositional landforms
- Rivers: River Tees
- Rivers: Hard engineering flood management
- Rivers: Soft engineering flood management
- Coastal processes

- Coasts: Erosional landforms
- Coasts: Depositional landforms
- Coasts: Dorset coastline
- Coasts: Hard engineering flood management
- Coasts: Soft engineering flood management

# French

## **Type of assessment**

Listening / Reading / Speaking / Writing tasks

## **Length of assessment**

2 lessons

- Half-terms 3 & 4 : Technology and social media
- Half-term 5: What jobs my family do + What I would like to do

# Spanish

## **Type of assessment**

Listening / Reading / Speaking / Writing tasks

## **Length of assessment**

2 lessons

- Half-terms 3 & 4 : Technology and social media
- Half-term 5: What jobs my family do + What I would like to do

# Art

## **Type of assessment**

Multiple choice questions and practical task in lesson, plus marking of practical work.

## **Length of assessment**

20 minutes + 20 minutes

- Colour theory
- Methods of recording
- Mark making techniques
- POP Art

# Computing

## Type of assessment

Multiple choice knowledge recall (approx 50 questions)

Application of knowledge assessment that required a written response which students can use their knowledge organiser(s) to support with.

## Length of assessment

One lesson

- I can explain why we would use Data Science techniques.
- I can explain how visualising data can help us to identify patterns and trends in order to gain insights
- I can recognise examples of where large data sets are used in daily life
- I can create and use a data capture form to answer questions
- I can identify outlier data and investigate the impacts of it.
- I can visualise data and analyse visualisations to spot patterns, trends and outliers
- I can analyse different types of measurable data.
- I can create a data dashboard to show a collation of data.
- I can use spreadsheet tools to start performing data analysis.
- I can see how pixels are used to create an image.
- I can use effective tools to manipulate images.
- I can explain how Binary numbers are used to make colours.
- I can tell which combination of colours is used to create other colours.
- I can explain 2 different methods to store and compress files.
- I can edit images using different binary values and image manipulation software.

- I can see how the representation size of an image is calculated.
- I can see how compression will change the size of an image and calculate the sizes of images.

# Drama

## Type of assessment

A recall quiz and practical tasks in lessons.

## Length of assessment

One lesson

- I can perform a developed character
- I can stay in role
- I project my voice and can adapt my tone
- I use facial expressions
- I use body language and gait
- I can use gestures to show character
- I can create and use script
- I can prepare an improvisation
- I can spontaneously improvise
- I can use set and staging effectively
- I understand semiotics in performance
- I can hot-seat
- I can cross-cut
- I can use mime
- I can devise
- I can perform from a script
- I can interpret a character
- I can evaluate the work of myself and others

# Modern Britain

## Type of assessment

50 Recall questions/LSQ type with extended writing task on Religion, Peace and Conflict and Crime and Punishment

## Length of assessment

One lesson

- I can explain the attitudes to suffering and forgiveness
- I can understand the reasons for crime
- I can explain the attitudes to violence
- I can understand the 3 aims of punishment
- I can understand what conflict is
- I can understand the attitudes to the death penalty
- I can explain what terrorism is
- I can explain weapons of mass destruction
- I can identify the process of a Just War
- I can understand Jihad
- I can explain what a Holy war is
- I can explain the importance of giving support to victims of war
- I can understand pacifism and peacemaking
- I can understand the different charities that support in giving money to the poor
- I can explain the Christian view on victims of war
- I can explain the Muslim view on victims of war
- I can explain why it is important to give money to the poor and the charities that support Christians and Muslims during times of troubles

# Music

## Type of assessment

50 Recall questions/LSQ and a listening assessment

## Length of assessment

One lesson

- I can name members of the Beatles
- I can explain how the Beatles became successful
- I can explain WHY the 1970s was an exciting time
- I can name a song from the 60s, 70s, 80s and 90s
- I can locate and date the start of Pop Music
- I can name a Pop based instrument
- I can explain the term, 'Ensemble' and provide an example
- I can name a Musical Genre
- I can name the features of POP, ROCK, RAP, ELECTRONIC and JAZZ
- I can name the 4 types of Vocals
- I can identify a range of Musical Instruments visually
- I can use my listening skills to identify instruments by ear
- I can use my listening skills to identify the tempo of a piece
- I can use my listening skills to identify the dynamics of a piece



