



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

25 question recall test and skills assessment. 40 mark GCSE non-fiction writing assessment.

Length of assessment

One lesson

- Prepare for the Spoken Language assessment
- To evaluate 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

50 Mark Recall Assessment, including vocab, fundamental topics and content from the full year

Length of assessment

One lesson

- I can use the index laws for multiplication, division and raising to another power
- I can calculate with roots and integer indices
- I can read and use standard form for very large and small numbers
- I can convert fully between fractions, decimals and percentages and make links to ratio
- I can apply all four operations to fractions and solve problems
- I can solve ratio problems in context
- I can perform prime factor decomposition
- I understand and can find LCMs and HCFs using a venn diagram
- I can solve direct proportion problems
- I can convert between currencies
- I can solve problems involving inverse proportion e.g. work problems
- I can calculate percentages using multipliers
- I can solve problems involving simple interest and compound interest
- I can solve original value problems
- I can calculate percentage change
- I can find averages from grouped data
- I can find a combined Mean

- I can construct Venn diagrams and Probability Trees (independent events) and use them to calculate probabilities
- I can interpret and draw scatter graphs including lines of best fit
- I can select an appropriate graph to represent data and interpret it
- I can multiply out double brackets
- I can factorise quadratics with a coefficient of 1
- I can substitute into a formula including science formulae
- I can construct and solve equations with integer coefficients
- I can solve equations with unknowns on both sides, including brackets
- I can solve linear inequalities
- I can rearrange simple formulae including science formulae
- I can plot and draw linear graphs
- I can calculate the perimeter and area of compound shapes including circles
- I can find arc length and sector area
- I can calculate the volume and surface area of prisms including cuboids, cylinders and triangular prisms
- I can solve problems using pythagoras' theorem
- I can find the interior and exterior angles of polygons
- I can measure bearings

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 assessment

Length of assessment

50 minutes

- Life in Russia in 1855
- Russian Revolution
- Lenin
- Stalin
- Ideologies of the Cold War
- Dropping of the bomb
- Protection - USSR
- Containment - USA
- Berlin Blockade
- Berlin wall
- Hungary
- Cuba
- Creation of Israel
- Korean War
- Suez Canal
- Race to the Moon
- Assassination of JFK
- Chemicals in Vietnam war

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

Two 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

Two 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

PE

Type of assessment

Practical test

Length of assessment

One lesson

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.

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 understand the difference between a crime and a punishment
- 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
- I can understand the different charities that support in giving money to the poor

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

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