**Year 9**

**Subject Specific Revision checklists for Mid-Year Exams**

**January 2022**

⯀ Hard work ⯀ Kindness ⯀ Integrity ⯀ Excellence

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**Year 9 Revision tips**

**Revising means going back to material you have already learned in class to:**

**Make sure you understand it**

**Memorise it**

**Here are Mr Alexander’s 5 tips for revision to help you get off to a flying start.**

1. **Draw up a revision timetable**

Research shows that revising for 30-40 minutes of work followed by a short break is the most effective way to prepare for assessments. It is also best to split your time between different subjects rather than doing a whole evening on just one. Plan your revision in advance, don’t leave it until the night before the assessment.

1. **Use the checklists in this booklet**

Use the checklists and resources suggested by your teachers in the following pages to track what topics you have covered for each subject. Use RAG rating to show how confident you are with each area and go back over any that you’ve marked Red or Amber. Online platforms show which areas you are weakest in and need to prioritise.

1. **Flashcards, Revision posters and mind-maps**

Flashcards are made using index cards which you can buy from any good stationery shop. Making your own revision materials helps you revise and is much more effective than just highlighting your book.

1. **Teach someone or study in small groups /peers**

You can't teach someone else effectively unless you understand it yourself, so practice with other people is a great way to revise.

1. **Find a quiet space**

This is a straightforward one! Put your phone away and remove as many distractions as you can. If you don’t have a quiet space at home, you can stay after school and use the library.

Work as hard as you can and then be happy in the knowledge you couldn’t have done anymore.

**Good luck!!!!!!**

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**ENGLISH**

**Resources:**

1) Revision Pack + knowledge organiser

2) Exercise book containing teacher writing feedback + targets

3) Non-fiction writing video guides on Teams + Oak Academy lessons

**Exam content:**

**Section A: A View from the Bridge - students are given choice of a character and theme question from below and will need to write an extended response. Section B: write a non-fiction piece of text.**

|  |  |  |
| --- | --- | --- |
| **Topic / Skill** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| Miller’s portrayal of Eddie |  |  |
| Miller’s portrayal of Catherine |  |  |
| Miller’s portrayal of Beatrice |  |  |
| Miller’s ideas about gender |  |  |
| Miller’s ideas about pride |  |  |
| Miller’s ideas about jealousy |  |  |
| How to structure an argument |  |  |
| Writing intro + conclusion |  |  |
| Understanding of rhetoric |  |  |

**Subject specific top tips:**

* It is a closed book exam; therefore, students will need to have a confident understanding of the plot, characters, events, and themes of the play. Memorising lots of quotes is not essential but you must reference specific moments in the text.
* Practise writing under timed conditions using essay plans in revision pack
* Students must aim to write 3-4 paragraphs on the given topic for Section A
* Students must evidence their ideas using references or quotes from the text. Direct text should be written inside ‘quote marks’
* Students should spend 45 mins on Section A + 45 mins on Section B

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**MATHS**

**Resources:**

1. Sparx Maths
2. Corbett Maths
3. Maths Genie

**Exam content:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic / Skill** | **Sparx Maths Clips** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| **Place Value** | U922, U600, U435, U947, U742, U548 |  |  |
| **Four Operations** | U417, U478, M462, U735, U127, U293, U453, U868, U976 |  |  |
| **Rounding and Estimation** | U480, U298, U731, U965, U225, U657, U587, U108, U301 |  |  |
| **Indices, Powers and Roots** | U851, U235, U694, U985, U772, U299 |  |  |
| **Factors, Multiples and Primes** | U211, U751, U529, U236, U739, U250 |  |  |
| **Ratio** | U687, M543, U577, U595, U176, U257, U921, U753 |  |  |
| **Fractions, Decimals and Percentages** | U704, U646, U888, U746, U594, M701, U550 |  |  |
| **Fractions Calculations** | U736, U692, U793, U475, U224, U544, U538, U881, U916, U163 |  |  |
| **Percentages** | U554, U349, U773, U671, U286, U278, U533 |  |  |
| **Proportion** | U721, U610, U357, U640, U407, U364, U138, U238 |  |  |

**Subject specific top tips:**

* ALWAYS show your working out.
* “NOT TO SCALE” You can’t measure the lines/angles on this shape as they are not drawn accurately!
* READ, READ, and READ the question!!!
* Finished the exam early? Go back and check over every single question.

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**SCIENCE**

**Resources:**

1) Seneca Science

2) CGP Revision Guide

3) Oak Academy (<https://teachers.thenational.academy/subjects/science/key-stages/key-stage-3> )

|  |  |  |
| --- | --- | --- |
| Topic / Skill | Revised (date) | Self-quizzed (date) |
| 9BP- Adaptation of plant roots |  |  |
| 9BP- Photosynthesis |  |  |
| 9BP- Adaptation of the leaf |  |  |
| 9BP- Uses of Sugar |  |  |
| 9BP- Factors affecting the rate of photosynthesis |  |  |
| 9BP- transport in Plants |  |  |
| 9BP- Plants and the atmosphere |  |  |
| 9BP- Plants as food |  |  |
| 9PF- Forces and their effects |  |  |
| 9PF- Moments and Balance |  |  |
| 9PF- Work done |  |  |
| 9PF-Simple Machine |  |  |
| 9PF- Hooke’s Law |  |  |
| 9PM- Particle theory and Density |  |  |
| 9PM-Diffusion and Brownian Motion |  |  |
| 9PM- Pressure in Liquids |  |  |
| 9PM- Upthrust, floating and sinking and atmospheric pressure |  |  |
| 9CE- Factors affecting rates |  |  |
| 9CR- Atomic structure and Reactivity |  |  |
| 9CR-Reaction and Bonding |  |  |
| 9CR-Acids Reactions |  |  |
| 9CR- Acids and Alkali |  |  |
| 9CR- Preparation of salt |  |  |
| 9CR-Reactivity Series |  |  |

**Subject specific top tips:**

* Make sure all graphs and diagrams are in drawn in pencil
* Remember, we do not use the word amount in science, instead we use volume, concentration or mass depending on the question
* After calculations, make sure you use the correct units

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**HISTORY**

**Resources:**

1) Seneca Learning [www.senecalearning.org.uk](http://www.senecalearning.org.uk) Section 14.1 and 14.2

2) BBC Bitesize KS3 History [The fight for female suffrage - KS3 History - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zxwg3j6) [Causes of World War One - World War One - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/z4crd2p/articles/z9cvf82)

3) Your exercise book and Knowledge Organiser Units 1 and 2

|  |  |  |
| --- | --- | --- |
| **Topic / Skill** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| Topic: How and why did a world war break out in 1914? |  |  |
| Topic: How and why did women gain the right to vote in 1918? |  |  |
| Skill: Historical knowledge, including chronology (events in date order) |  |  |
| Skill: working with sources: the message and the purpose of a source |  |  |
| Skill: understanding historical interpretations (evidence used, agree/disagree with the argument made by the historian) |  |  |
| Skill: ‘How far do you agree’ essay (ability to agree/disagree with a statement using evidence. Answer requires an introduction, x3 PEE paragraphs and a conclusion) |  |  |

**Subject specific top tips:**

* Answer **all** the multiple-choice questions – it is better to guess than to leave blank!
* Source usefulness – read the source carefully before answering the questions. Provenance means where/when/who the source came from
* Interpretations are written after the events by a historian using evidence. Historians disagree or have different interpretations of the past. There are many reasons for these differences.
* In your ‘How far do you agree?’ answer, make sure you give two sides of the argument and reach a conclusion
* Include **detailed examples** to support your points in extended written answers.

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**GEOGRAPHY**

**Resources:**

**1**) Knowledge Organisers on **Climate Change** and **Newly Emerging Economies**

**2**) Revision cards that you have made

**3**) Your exercise book

**Examination content:**

|  |  |  |
| --- | --- | --- |
| **Topic / Skill:** | **Revised (date & time):** | **Self-quizzed (date & time):** |
| **Climate Change:** |  |  |
| **Describe** the evidence to suggest that the world’s climate is changing. |  |  |
| **Explain** the natural and human processes which cause climate change. |  |  |
| **Describe** and **explain** the different impacts that climate change will have globally. |  |  |
| **Assess** the effectiveness of methods used in response to climate change. |  |  |
| **Newly Emerging Economies:** |  |  |
| **Describe** the location of the newly emerging countries and the characteristics of them. |  |  |
| **Explain** why rural to urban migration is a key feature of life in emerging countries. |  |  |
| **Assess** the opportunities and challenges faced by people living in a city in an emerging country. |  |  |
| **Evaluate** the social, environmental, economic and political impacts of a TNC(s) in an emerging country |  |  |

**Subject specific *top tip*:**

Remember to follow the **P**oint **=>** **D**evelop **=>** **D**ouble-**D**evelop method of writing when responding to 9-mark questions. To gain the **9th** mark you must use **place-specific information** in **both** paragraphs. You must write a short conclusion which decides about whether something was **effective** or not, or whether the **impacts** were **positive** or **negative** overall.

|  |  |
| --- | --- |
| **Paragraphs** | **Possible sentence stems:** |
| **First paragraph:** |  |
| **P**oint | One method/one impact is [including place-specific information] |
| **D**evelop | This means |
| **D**ouble-**D**evelop | This leads to/as a result |
| **Second paragraph:** |  |
| **P**oint | Another method/another impact is [including place-specific information] |
| **D**evelop | This means |
| **D**ouble-**D**evelop | This leads to/as a result |
| **Conclusion:** |  |
| Short conclusion | Overall, the strategy is very/quite/not very effective because Overall, the impacts are very/quite/not very positive/negative because |

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**RE**

**Resources:**

1) Exercise books

2) Assessment mind map

**Exam content:**

**This assessment focusses on:**

* Knowledge & understanding of the Islamic religion.

|  |  |  |
| --- | --- | --- |
| **Topic / Skill** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| **Unit 1 Religious education - Islam** |  |  |
| The origins of Islam |  |  |
| The five pillars |  |  |
| Salah - Prayer |  |  |
| The Mosque |  |  |
| Hajj |  |  |
| Ramadan and Eid |  |  |
| Quran and Hadith |  |  |
| Halal and Haram |  |  |
| Allah |  |  |
| Jihad |  |  |
| Women in Islam |  |  |
| Shariah Law |  |  |
| **Extended Writing** |  |  |
| **“Shariah Law would be beneficial for British society.”** |  |  |

* The ability to show both sides of an argument through extended writing

**Subject specific top tips:**

In Religious Education to be successful, students must be able to identify and explain key aspects of the Islam.

**Extended writing**

In the extended writing students will be expected to decide if they agree or disagree with a contentious statement. They should also be able to explain why someone might disagree with their point of view.

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**FRENCH**

**Resources:**

1) Homework booklets 1 and 2

2) Memrise courses

3) Sentence builders in books and knowledge organisers

|  |  |  |
| --- | --- | --- |
| **Topic** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| Relationships with family and friends |  |  |
| Character description and relationships |  |  |
| Expressing preferences about people and free time activities |  |  |
| Future plans for outings e.g. je vais aller… je vais jouer… |  |  |
| Narrating outings and events in the past e.g., je suis allé… j’ai joué… |  |  |
| Types of food and opinions |  |  |
| Festivals and traditions |  |  |
| A selection of festival and traditions from TL countries |  |  |
| Opinions and comparisons between countries/cultures |  |  |
| Future plans |  |  |

**Exam content:**

**Listening, Reading and writing papers on above topics**

**Subject specific top tips:**

* In writing, remember to develop your writing using connectives, use justified opinions and include more than one tense.
* Spelling (including accents) is important.
* Make sure you can use connectives (et, mais, aussi, cependant), opinions, present tense, irregular verbs ‘avoir’ and ‘être’, simple past tense phrases such as je suis allé…, simple future tense phrases such as je voudrais aller… je vais aller…

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**SPANISH**

**Resources:**

1) Homework booklets 1 and 2

2) Memrise courses

3) Sentence builders in books and knowledge organisers

|  |  |  |
| --- | --- | --- |
| **Topic** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| Relationships with family and friends |  |  |
| Character description and relationships |  |  |
| Expressing preferences about people and free time activities |  |  |
| Future plans for outings e.g., voy a jugar… me gustaría ir…. |  |  |
| Narrating outings and events in the past e.g., fui a…. jugué…visité |  |  |
| Types of food and opinions |  |  |
| Festivals and traditions |  |  |
| A selection of festival and traditions from TL countries |  |  |
| Opinions and comparisons between countries/cultures |  |  |
| Future plans |  |  |

**Exam content:**

**Listening, Reading and writing papers on above topics**

**Subject specific top tips:**

* In writing, remember to develop your writing using connectives, use justified opinions and include more than one tense.
* Spelling (including accents) is important.
* Make sure you can use connectives (y, pero, también, sin embargo), opinions, present tense, irregular verbs ‘hacer’ and ‘jugar’, simple past tense phrases such as fui a… fue divertido, simple future tense phrases such as me gustaría ir a….voy a visitar…

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**ART**

**Resources:**

1) Knowledge organiser to learn key words and terms.

2) Exercise books

3) Revision check list

**Exam content:** You are assessed on these three areas:

|  |  |  |
| --- | --- | --- |
| **Investigation:**  How have you experimented with new materials and techniques in your sketchbook? | | |
| **Implementation:**  How have you used these new materials and techniques in your sustained piece of work? | | |
| **Evaluation:**  Considering how you would descriptively write how and why you used the key terms/skills. | | |
| **Topic / Skill** | **Revised**  **(date & time)** | **Self-quizzed**  **(date & time)** |
| **Context/meaning** |  |  |
| **Mark making & texture** |  |  |
| **Tone** |  |  |
| **Mixed Media** |  |  |

**Subject specific top tips:**

* Revise the main features of a mixed media artwork.
* Practice how to draw outlines of a subject accurately using basic shapes.
* Practice adding tone correctly.
* Practice adding texture correctly using mark making techniques.
* Practice using correct spelling and grammar in your writing.

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**DRAMA**

**Resources:**

1) “Slow Time” script (to remind you of the overall context)

2) Scripted extract of Nabs’ monologue with multi-roling opportunities

3) Example of written response

|  |  |  |
| --- | --- | --- |
| **Topic / Skill** | **Revised**  **(date & time)** | **Self-quizzed**  **(date & time)** |
| **Directing:**  Considering how you would guide your group to experiment with: | | |
| **Stage space** *(levels & proxemics)* |  |  |
| **Physicality** *(face, movement & gesture)* |  |  |
| **Vocal skills** *(tone, pace, emphasis, volume)* |  |  |
| **Acting:**  Learning your lines and practising your use of: | | |
| **Stage space** *(levels & proxemics)* |  |  |
| **Physicality** *(face, movement & gesture)* |  |  |
| **Vocal skills** *(tone, pace, emphasis, volume)* |  |  |
| **Evaluation:**  Considering how you would descriptively write how and why you used: | | |
| **Stage space** *(levels & proxemics)* |  |  |
| **Physicality** *(face, movement & gesture)* |  |  |
| **Vocal skills** *(tone, pace, emphasis, volume)* |  |  |

**Exam content:**

**Subject specific top tips:**

* In the **directing assessment**, ensure you give ideas to your group, work with their ideas and for highest marks, develop their ideas further.
* In your **performance**, be confident and expressive to show real contrasts between your characters, considering **varied vocal delivery and physicality**.
* In the **written evaluation**, write in a way that your reader can fully picture how you would explore the scripted extract, using terminology above.

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**MUSIC**

**Resources:**

1) Music Theory Booklet

2) Vamoosh and music scores

3) Instrument

|  |  |  |
| --- | --- | --- |
| **Topic / Skill** | **Revised**  **(date & time)** | **Self-quizzed**  **(date & time)** |
| **Performance:** | | |
| **Accuracy** *(Intonation, rhythm)* |  |  |
| **Interpretation and ensemble skills (***Dynamics, articulation, communication)* |  |  |
| **Technique** *(Bow hold, instrument hold)* |  |  |
| **Listening, Aural and Theory:** | | |
| **Time Signature** |  |  |
| **Rhythm** (Kodaly) |  |  |
| **Note names** |  |  |
| **Tempo markings** (Italian words) |  |  |
| **Dynamics, articulation** |  |  |
| **Melody** |  |  |
| **Key signature/Tonality** (Major, minor) |  |  |
| **Structure** (ABA) |  |  |

**Exam content:**

**Subject specific top tips:**

* Practice slowly to get intonation and rhythm accurate
* Focus on holding instrument correctly
* Try to get a good clear sound from your instrument
* Play all dynamic and articulation markings

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**PE**

**Assessment content:**

|  |  |
| --- | --- |
| **Topic / Skill: Invasion Games (Basketball, Football, Handball, Netball, Rugby)** | **Revised (date & time)** |
| KPI 1 - More advanced skills applied into game contexts  KPI 1 - Team attacking and defending skills and principles | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |
| KPI 2- Advanced decision-making skills | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |
| KPI 3 - Full game rules, formations, and positions | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |
| KPI 4-6 - Leadership and officiating roles in games | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |
| KPI 7 - Consistently meets the physical demands of activities | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |
| KPI 8 - Apply principles of training to improve performance | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |
| KPI 9 - Knowledge of PA to support social and mental wellbeing | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |