

# KS3 END OF YEAR ASSESSMENTS

## 2022



## YEAR 9

# REVISION GUIDE

## 6th - 10th June 2022



PERSONAL GROWTH

RESPECT

ASPIRATION



ACADEMIC EXCELLENCE

DETERMINATION

INDEPENDENCE





May 2022

Dear Students, Parents and Carers

**RE: Year 9 End of Year Assessment Week**

The Year 9 End of Year Assessment Week is due to take place on Monday 6th June until Friday 10th June.

This revision booklet has been designed to support and guide your child and it contains all the essential information needed in all subjects to prepare successfully for this important week. Please read the advice carefully in this booklet and use the sheets provided to plan ahead so that you can be thoroughly prepared for your assessments.

Your subject teachers are on hand to support you should you have any revision queries, as well as your form tutor and the year team.

Yours sincerely,

Mrs A Knowles  
Head of Year 9

**RESPECT • ASPIRATION • DETERMINATION • INDEPENDENCE**

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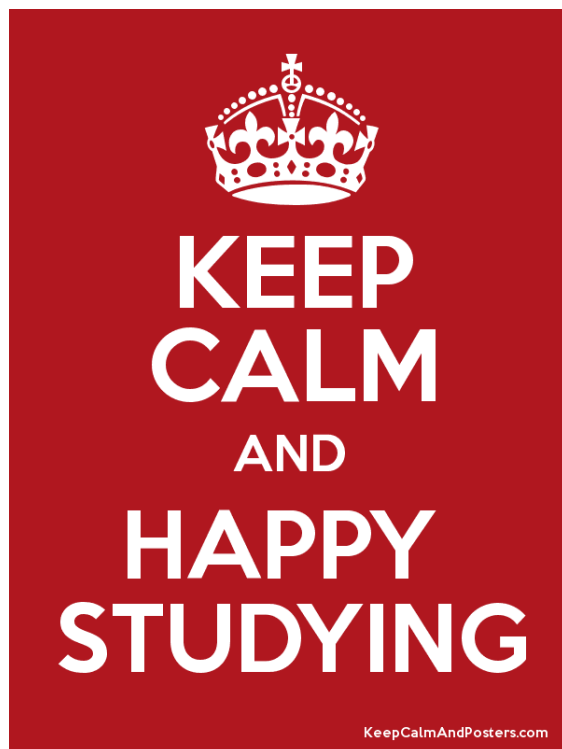
# CONTENTS OF SUBJECTS

1. Animal Care
2. Art Textiles
3. Business
4. Citizenship
5. Computer Science
6. Drama
7. English
8. Enterprise
9. Fine Art
10. Geography
11. German
12. Health and Social Care
13. History
14. Hospitality
15. Maths
16. Music
17. Physical Education AQA
18. Religious Education
19. Science
20. Spanish

# Welcome to the RVHS 2022 revision guide for Key Stage Three Students

There is no easy way to pass tests, but we can give you lots of tips on how to use your study time more effectively. This guide has been written to remind students about how to revise and how to learn. Many of the learning and revision strategies in this booklet are applicable to a vocabulary test in Year Seven and to the final examination of a degree level course.

Although this booklet contains superb advice, great tips and fantastic study skills, the guide isn't as important as the person reading it – YOU! It is you who must put them into practice and apply them to your work. If you do, we're sure that you will improve your performance and your study skills. But to get better at something, you must practise!



**So, over to you – happy studying and good luck!**



**HOT TIP: Feed your brain! Fresh fruit, water, fish and vegetables give you brain power!**

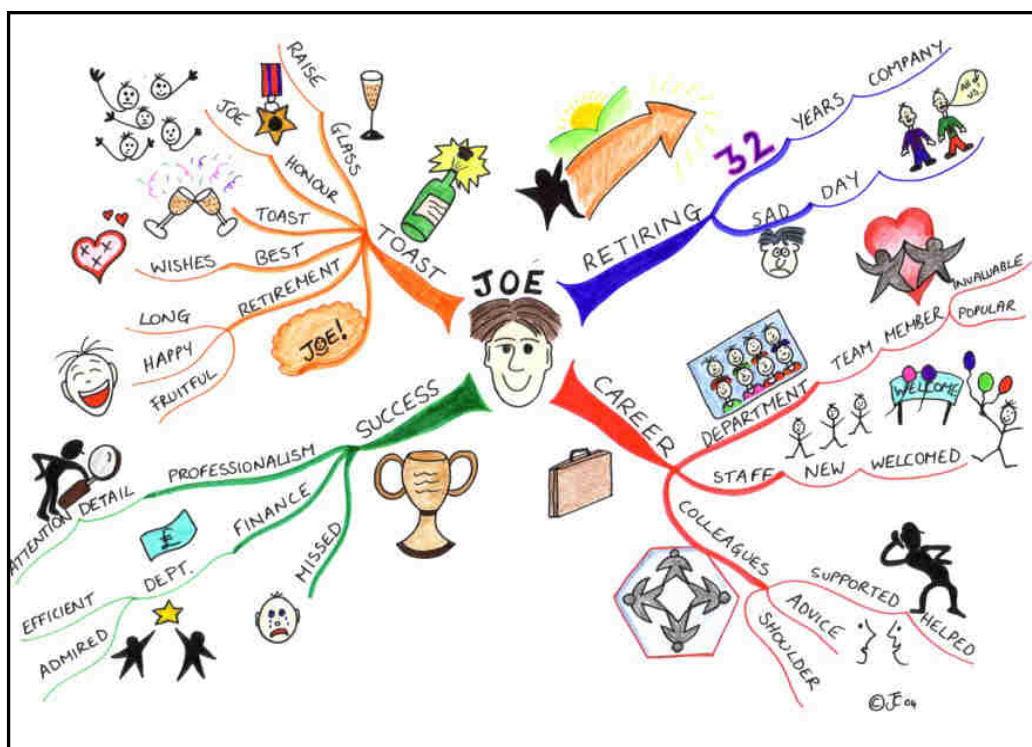




Revision means “to look at again”. You need to look at things again as part of learning as well as in preparation for exams. But we need **active** ways to do this “looking again”.

Revision gives time for reflection and learning. You can start to see the big picture, you can add in more details and examples. You may discover something you still don’t understand and you can ask your teacher about it again.

The idea is to “revise” each major section of your work shortly after you have finished it. For instance, you could draw a Mind Map of each major topic you cover or use the knowledge organisers given to you by your teachers . Keep the Mind Maps because they will be very useful for revising before tests.





# WHEN SHOULD I REVISE?



Make sure you know when your tests are. Teachers will revise with you and give you advice about how much revision to do, what you should revise and many will give you special notes to help with revising.

Make yourself a **revision timetable**. There are 3 blank copies at the back of this booklet for you to be able to plan the next few weeks of revision.



- ★ Fill in leisure, relaxation and family commitments
- ★ Put in some sessions that you can devote to revision
- ★ Share out the available revision sessions between your subjects
- ★ Allow extra sessions if you know some subjects will take longer than others
- ★ Vary the subjects – don't do all your Maths revision on day one!
- ★ Here's an example for *one* weekend:

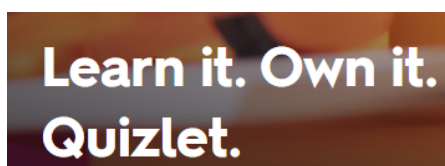
	Morning	Morning	Afternoon	Evening
Saturday	Football	Maths; geography	Science; RE	Film
Sunday	English; History	Lunch at gran's	See my friends	Spanish; PE



The ideal length to revise one topic is **25 to 45 minutes**.

You remember more at the beginnings and the ends of sessions, so create more beginnings and ends by stopping for a brief break or doing a brain gym exercise.

**HOT TIP: stop and start – create brief breaks**



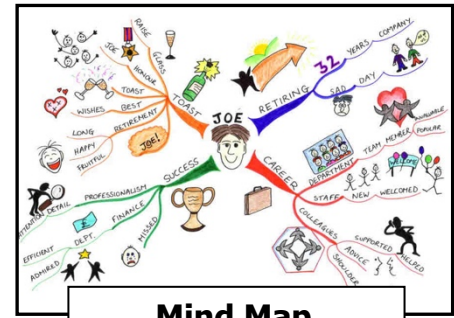


# HOW SHOULD I REVISE?



There are three easy steps to doing revision well:

- ★ Change – revise in different ways
- ★ Challenge – make it thought-provoking
- ★ Treats. Give yourself treats in between your revision schedule.



**Mind Map**

The first step is to try **change**. By changing what is in our exercise books or textbooks into a different form, we kick start our brains into action – we start thinking about new ways of presenting and digesting the information and start learning.

On the next few pages there are various ways that you can change your revision style:

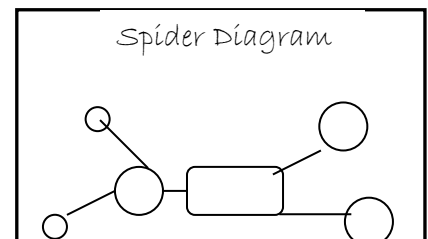
- ❑ Make diagrams
- ❑ Labelled drawings
- ❑ Time-lines (for history)
- ❑ Mind maps
- ❑ Charts and flowcharts (for processes)
- ❑ Audio tapes (great for languages)
- ❑ Outline cards
- ❑ Mnemonics
- ❑ Use colours and highlighters



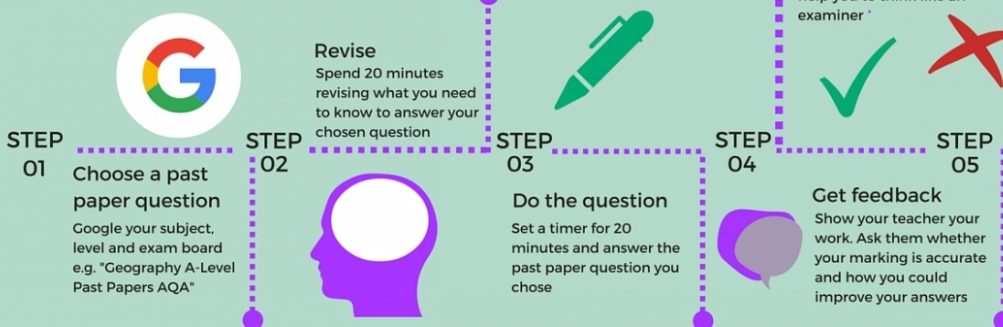
**Outline Cards**

- ❑ .
- ❑ .
- ❑ .

*Spider Diagram*



## Revision ⌚ POWER HOUR



lifemoreextraordinary.com



**HOT TIP: Flick through outline cards before the test**



# Highlight Notes

Go through your existing notes with a highlighter. This way your attention is drawn to important bits.

## Use post it notes

All around your house – put keywords in the toilet, on your bedroom wall, on your tv etc

## The Power of the Highlighter!

*If you buy only one pen.....(as long as you already have a black biro)*



Highlight key words.

In a page of text choose the 10 most important sentences to highlight.

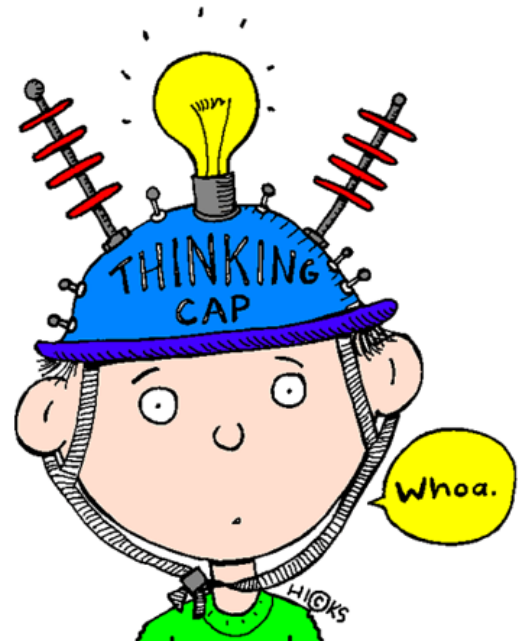
**Make sure you don't highlight everything!**



# Marvellous mnemonics!

What is a mnemonic?

**Mnemonics** are memory devices that help recall larger pieces of information.



## How to mind map:

1. Start with the theme in the middle of the page
2. Then develop your main idea
3. Each branch must relate to the branch before it.
4. Use only key words and images.
5. Key words must be written along the branches.

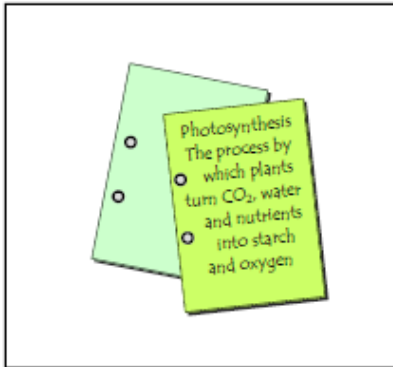


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# Flash Cards

## How do they work?

Instead of writing your notes on pages of paper, buy a pack of index cards (available from any stationery shop) and create a set of Flash Cards for each topic. Summarise one key concept on each card, using highlighter pens to pick out the most important words (or underlining them with felt tips), and illustrate it where possible with a picture.



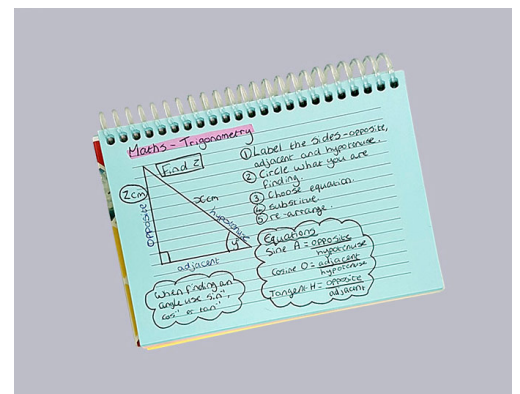
Helpful Hint!

Use Flash Cards to record important diagrams for Science and Geography and to learn formulae for maths.



Watch this youtube video on how to make flashcards:

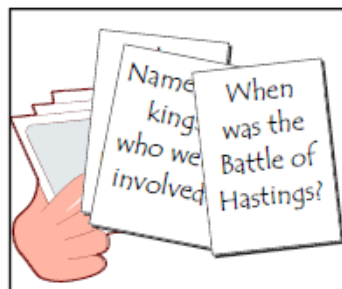
<https://www.youtube.com/watch?v=duHSfvNQpY0>



## Question Cards

## How do they work?

This is another version of the Quiz which works in much the same way. Buy a pack of blank index cards and use these to create sets of cards for each topic, with a question on one side and the answer on the other. Vary this sometimes by writing a key word on one side and its definition on the other or make sets for languages with foreign words and their English translation.



### Why are they useful?

Not only do Question Cards offer a great way of testing yourself (which can be used even if you don't have anyone to work with you), but the process of creating them also helps you learn the material.

Helpful Hint!

Shuffle the cards and work through them, trying to answer the question or define the word each time. Make three piles - right, almost right and wrong - and play them until you get them all right!

C2.1	What does chemical bonding involve?	C2.1	When atoms lose electrons to gain the electronic structure of a noble gas what is formed?
	Question 1		Question 2
C2.1	Which type of elements form positive ions?	C2.1	When atoms gain electrons to have the electronic structure of a noble gas what is formed?
	Question 3		Question 4
C2.1	Which type of elements form negative ions?	C2.1	When group 1 (the alkali metals) react with non-metals what is formed?
	Question 5		Question 6
C2.1	When group 7 (the halogens) react with metals what is formed?	C2.1	What is the size of the charge on a group 1 metal ion and why?
	Question 7		Question 8



**Subject: Animal Care**

**Class Teacher/Head of Department: Mr Andrews and Mr Sullivan**

**Exam board: BTEC Edexcel**



**Overview of assessment:**

Assessment will be on the content from Units 3 Animal Welfare, which has been completed since Christmas and Unit 4 Animal Accommodation, which was covered from September to Christmas. The coursework element, which is to be completed in Year 10 has been discussed. You will be taught Unit 2 in Year 10 for another piece of coursework as well as the Exam Unit 1 in the first term of year 11 and so these will not be included in this assessment.

Unit 3 – Animal Welfare including welfare needs and freedoms, Animal Welfare Act 2006

Unit 4 – Animal Accommodation including housing, types of housing and suitability of housing

**What to study for animal care:**

Topics to ensure you focus on:

- Animal needs and Freedoms
- Animal welfare and legislation
- Considerations for buying and caring for an animal
- Responsibility of owning and working with animals
- Animal housing and accommodation
- Suitability of Animal housing

**Marks:**

The questions will be split into the following:

- Multiple choice questions
- 2/3 mark questions
- 5-8 mark questions

**How to study for animal care:**

Your teachers will provide you with resource materials to support your revision and you are able to use your BTEC assignments for revision and information.

Use the power point presentations uploaded on google classroom to support your revision.

If there's a topic or question you're struggling on ask in lesson!

Each week leading up to the exams there will short question and answer sessions during every animal care lesson, make the most of this!

Revise not only content but the structure of your exam questions such as the 8-10 mark questions.



## **Subject: ART Textiles KS3**

**Head of Department: D.Glenister**



### **Overview of assessment:**

The assessment criteria are equally weighted for each four parts and indicate the different stages to be assessed.

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### **What to study for Art:**

**Pupils develop and apply the skills listed below to realise intentions relevant to the KS3 project.**

- Develop their ideas through investigations informed by selecting and critically analysing sources
- Apply an understanding of relevant practices in the creative and cultural industries to their work
- Refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- Use drawing skills for different needs and purposes, appropriate to context
- Realise intentions through sustained application of the creative process.

### **Drawing**

Pupils must provide evidence of drawing. These can take different forms depending on intention. It can feature as an element within the developmental process and/or explicitly in the realisation of intentions. The particular value and significance of drawing should be determined by the ways in which it addresses purpose and need rather than the extent to which it demonstrates technical mastery, unless this is the explicit intention.

Pupils are continuously working on refining their skills and learning to document their ideas through many different drawing methods. Therefore pupils must remember success criteria when thinking about appropriate drawing methods and in practical terms apply with skill and sensitivity.

### **How to study for Art:**

Pupils must practise as much as possible.

Skills are refined when techniques are repeated again and again.

Extending Knowledge of the project theme is focused on homework's to deepen understanding for classwork.





**Subject: 1BS0: Edexcel Level 1/Level 2 GCSE (9–1) in Business**  
**Class Teacher/Head of Department: Mr Miskell/Ms Vickers**



**Exam board:** Pearson Edexcel

**Overview of assessment: Theme 1: Investigating small business (\*Paper code: 1BS0/01)**

**Written examination:**

**1 hour and 30 minutes**

**50% of the qualification**

**90 marks Question paper:**

Assessment overview

The paper is divided into three sections:

**Section A:** 35 marks **Section B:** 30 marks **Section C:** 25 marks. The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions. Questions in Sections B and C will be based on business contexts given in the paper. *Calculators may be used in the examination.*

**What to study for Paper 1. Investigating small business**

**This component will assess:**

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity

**How to study for (your subject):** Use as many methods to go over knowledge as possible – some will work for you better than others.

If images ‘speak’ to you then make use of mind maps and knowledge organisers – use blank ones to fill in your secure knowledge first and then check back with Google classroom/book to fill in the areas you had forgotten or confused. Using flash cards for key content will boost your confidence. Study with a ‘Buddy’ –Test each other

Know the command words of the exam, that way you do not waste time writing long answers or lose marks for not expanding on ‘Explain’ Questions.

Use your E-Revision portal/Google classroom resources -SENECA/BBC/bitesize-Attend P6/Breakfast Booster



## Subject: Citizenship

Class Teacher/Head of Department: Mrs Morrison  
Class Teacher: Mr Edwards, Miss Rockey, Mr Wass



### **Overview of assessment:**

You will be assessed on all content you have covered this year in the topics 'Human Rights' and 'Life in Modern Britain'. Your assessment will have short mark exam questions, and longer debate style questions like the ones you have been completing in lesson time all year. This is an opportunity to bring all this practice together, demonstrating your knowledge and skills!

### **What to study for (your subject):**

#### **Human Rights**

*Leadership styles*

*Human Rights*

*Right to equality*

*Right to life*

*Freedom from slavery*

*Right to privacy*

*Right to seek safety*

*Freedom of speech*

*Right to public assembly*

*Right to education*

*Right to a family*

*Our responsibilities*

#### **Life in Modern Britain**

*Communities*

*Religious understanding*

*Changing UK population*

*Migration*

*Identity*

### **How to study for (your subject):**

- Revision cards with key words
- Knowledge organisers (available from your teacher)
- Key information revision booklets & content (on google classroom)
- Practice assessment questions (ask your teacher)
- Mind maps of subtopics
- Practice with somebody – ask them to quiz you on key words or what you know about a topic

**Overview of assessment: Paper 1 - J277/01: Computer systems**

- This is an OCR-set and marked written paper worth 80 marks.
- Time: 1 hour 30 minutes

**Question paper:**

This is a non-calculator paper.

Worth 80 marks, representing 50% of the total marks for the GCSE (9–1) Computer Science. This is a written examination testing AO1 and AO2. The examination lasts 1 hour 30 minutes.

The question paper will consist of short and medium answer questions. There will also be one 8-mark extended response question. This question will enable students to demonstrate the ability to construct and develop a sustained line of reasoning.

**What to study for Paper 1 Computer systems.****This component will assess:**

- 1.1 Systems architecture
- 1.2 Memory and storage
- Python practical

1 hour written paper and 45 min practical task using Python

**How to study for Computer Science:**

Use as many methods to go over knowledge as possible – some will work for you better than others. If images ‘speak’ to you then make use of mind maps and knowledge organisers – use blank ones to fill in your secure knowledge first and then check back with Google classroom/book to fill in the areas you had forgotten or confused. Using flash cards for key content will boost your confidence. Study with a ‘Buddy’ –Test each other

Know the command words of the exam, that way you do not waste time writing long answers or lose marks for not expanding on ‘Explain’ Questions.

Use your Google classroom revision bank -SENECA/BBC/bitesize-



**Overview of assessment:**

Pupils will be assessed on their performance of a scene from Two by Jim Cartwright.

You will be marked on your use of vocal skills and physical skills. Also make sure that you use the space appropriately. We will perform End On.

**What to study for (your subject):**

- Learn lines thoroughly
- Plan the subtext for your character so you have a more in depth understanding of the role.
- Arrange extra rehearsals after school in the PA block where needed.

**Tip for learning lines**

- Cover up the lines and learn a section at time. Don't move on until you are confident.
- Record yourself speaking the lines. Play it back to yourself regularly.
- Ask someone to read the script with you and make sure that you are accurate.

\*If you would like to book a room in the PA block at lunch time or after school for an extra rehearsal then please speak to Mrs Frith\*

**WORK HARD & GOOD LUCK!!!**





## Subject: English

**Head of Department / Head of Key Stage: Ms Cobb / Mrs Clark**  
**Class Teachers: Miss Moore / Mr Fox / Miss Robinson / Miss Ryan / Mrs Eyres**



### **Overview of assessment:**

Your assessment will be on the following components:

- The Gothic genre
- 19<sup>th</sup> Century Britain
- Gothic descriptive writing (setting and character)
- Key vocabulary for this term

<u>Knowledge questions</u>	<u>Written response question</u>
Multiple choice Knowledge retrieval Short, full sentence answers	Descriptive writing task

### **What to study for English:**

#### **Descriptive Techniques**

Simile  
Metaphor  
Verb  
Adverbs  
Noun  
Adjective  
Alliteration  
Pathetic fallacy  
Semantic field  
Personification

#### **Gothic Conventions**

Isolation  
Sublime  
Secrets  
Obscure  
Supernatural  
Letters  
Locks and keys  
Ghosts / spirits  
Unusual setting – castle, dungeon, an isolated and desolate location  
High emotion  
Damsel in distress  
Romance  
Curses and omens  
Mystery and suspense  
Links to the past  
Death and decay  
Tense or frightening atmosphere  
The unexplained or unexplainable

#### **19<sup>th</sup> Century Context**

Why did the Victorians enjoy Gothic Literature?  
What was life like in 19<sup>th</sup> Century that links to Gothic conventions?  
Science vs. Religion  
Society and expectations  
Poverty / Wealth  
The British Empire and travel  
Education

### **How to study for English:**

- Read your English vocabulary list (given to you at the start of the term and printed in this booklet)
- Use the 3<sup>rd</sup> (blank) box in your vocabulary sheet to write an example of the word in a sentence
- Make sure you understand what the key descriptive techniques are – could you explain them to someone else?
- Read through gothic text extracts and practise finding conventions within the texts
- Look at the printed images and annotate / consider what makes them gothic
- Read and highlight the key information about 19<sup>th</sup> Century
- Use the internet to research a range of gothic texts including: *Wuthering Heights*, *Jayne Eyre*, *Dracula*, *The Castle of Otranto*, *The Mysteries of Udolpho* – what makes them gothic? Where are they set?
- Use the internet to research 19<sup>th</sup> Century: Industrialisation; Poverty; Religion vs. Science; Roles of men and women in society; The British Empire and Global Colonisation
- Create revision cards
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms



**Subject: J819 Enterprise and Marketing Unit R064**

**Class Teacher/Head of Department: Ms Vickers**



**Exam board:** OCR Cambridge Nationals in Enterprise and Marketing

**Overview of assessment: Unit R064: Enterprise and marketing concepts:**

- **This is an OCR-set and marked written paper worth 80 marks.** Converted to (120 UMS)
- **Time: 1 hour 30 mins** (Taken in January of year 10 or 11)

The external assessment will require the skills of analysis and evaluation. A range of different types of questions will be used, including multiple choice questions, short/medium answer questions and extended response analysis and evaluation questions. The extended response evaluation question will assess content from LO4. Some of the questions will be context based. Learners will be presented with a short scenario and will apply their knowledge of enterprise and marketing concepts to produce a relevant response

Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

**What to study for (Enterprise):**

**Learning Outcome 1: Understand how to target a market**

- Understand how to target a market
- Differences and uses of secondary research methods used by business
- .

**Learning Outcome 3: Understand product development**

- Introduction to the concept of the product lifecycle
- Creating product differentiation in business
- Impact of external factors on product development

**Learning Outcome 4: Understand how to attract and retain customer**

- How businesses consider how to price a product to attract/retain customers
- Importance of good customer service to attract and retain customers

**This will be a one hour paper**

**You will also be assessed in class on your presenting skills**

**How to study for (Enterprise):**

Use as many methods to go over knowledge as possible – some will work for you better than others. If images ‘speak’ to you then make use mind maps and knowledge organisers – use blanks ones to fill in your secure knowledge first and then check back with Google classroom/book to fill in areas you had forgotten. Read as many business articles in the news as you can. Using flash cards for key content will boost your confidence. Watch Dragons Den. Know the command words of the exam, that way you do not waste time writing long answers or lose marks for not expanding on ‘Explain’ Questions.

SENECA/BBC/bitesize-(use OCR GCSE Business as it has the same exam content)



**Subject: Fine ART KS3**  
**Head of Department: D.Glenister**



**Overview of assessment:**

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- Develop ideas through investigations, demonstrating critical understanding of sources.
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- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

**What to study for Art:**

**Pupils develop and apply the skills listed below to realise intentions relevant to the KS3 project.**

- Develop their ideas through investigations informed by selecting and critically analysing sources
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- Refine their ideas as work progresses through experimenting with media, materials, techniques and processes
- Record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- Use drawing skills for different needs and purposes, appropriate to context
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**Drawing**

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Pupils are continuously working on refining their skills and learning to document their ideas through many different drawing methods. Therefore pupils must remember success criteria when thinking about appropriate drawing methods and in practical terms apply with skill and sensitivity.

**How to study for Art:**

Pupils must practise as much as possible.

Skills are refined when techniques are repeated again and again.

Extending Knowledge of the project theme is focused on homework's to deepen understanding for classwork.



**Subject: Geography**  
**Class Teacher/Head of Department: Mr Robinson**



**Overview of assessment:**

Paper 1 assessment mock exam worth a total of 59 marks, last 1:40 minutes. This is an extension on the type of mock we have done recently as our end of unit exam but more of an opportunity to answer questions from a range of topics from the whole of the year.

**What to study for (your subject):**

Section 1: Living world;

- What is a biome?
- Where are the main biomes located?
- Why are tropical rainforests located where they are?
- What is a climate graph and how do you read them?
- Why do Polar Regions stay cold?
- What development happens in the rainforests, what economic and environmental impacts come from it? (good and bad)
- What is a food web and what happens if you remove animals in the food web?
- What does a decomposer do in an ecosystem?
- What human activities lead to deserts spreading and why.

Section 2: River landscapes;

- Features of the lower course of a river basin.
- Types of transportation within rivers.
- Factors that lead to flooding, both human and physical.
- The cross profile of a river and how it changes as you move downstream.
- How to work of the mean in data.
- Why does a meander in a river have two different points of speed?

Section 3: Coastal landscapes;

- Difference between constructive and destructive waves.
- What type of mass movement are there?
- What is coastal retreat and why is it a good management strategy?
- What hard engineering strategies on coasts help against coastal erosion and how?
- How do bays and headlands form?

**How to study for (your subject):**

- Create quote banks and case study banks for each unit
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topics or verbally practice answering example questions
- Create revision cards
- Create content posters in your bedroom to visualise your revision



- Use the vocab lists on Google classroom to check your vocab knowledge.
- Use quizlet for any vocab you are not sure of. Type in the topic e.g. German free time or make your own quizzes using the vocab lists on google classroom.
- Get a group of friends and challenge each other on Blooket. All the topics have quizzes so just type what you are looking for into “Discover”.
- Test yourselves; ask a parent/sibling/career/friend to test you on your vocab.
- Create revision cards.
- Create content posters in your bedroom to visualise your revision.
- If there’s a topic or question you are struggling on ask in lesson.
- Practice writing about each different topic. Always include at least one example of each of the structures and functions listed above. COW PIFP MoCoSCU Can you think of a better acronym to help you remember what to include.
- Use language gym to practice grammar, learn vocab and sentence building.

**Overview of assessment:**

Introduction The key purpose of this assessment is for learners to demonstrate their application of knowledge and understanding of physical, intellectual, emotional and social (PIES) growth and development through the life stages, the impact of different factors on PIES growth and development, the impact of life events on PIES growth and development and how individuals adapt to these life events. The assignment for this component consists of four tasks. ● in response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages.

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment. The assignment will take approximately 6 supervised hours to complete. This is divided into approximately:

- 1.5 hours to complete Task 1
- 1.5 hours to complete Task 2
- 1 hour to complete Task 3a
- 2 hours to complete Task 3b.

**What to study for Health & Social Care:**

- Milestones for age 3-8 years
- Physical needs for 3-8 years
- Intellectual needs for 3-8 years
- Emotional needs for 3-8 years
- Social needs for 3-8 years

**How to study for Health & Social Care:**

- P:Drive
- Exercise books
- Knowledge organisers



**Subject: History**

**Class Teacher/Head of Department: Miss Lees, Mr Foyle,  
Miss Burleigh, Miss Wood/Mrs Travis**



**Overview of assessment:**

Your assessment will be 5 questions. There will be 4 short 4 mark questions and one piece of extended writing (12 marks)

**What to study for (your subject):**

**Post War changes:**

- Women
- Welfare State
- Equal Rights

**Russia (our new topic)**

- Life in Russia in the 1800s
- The Communist Revolution

**How to study for (your subject):**

- Use your books as your first point of revision
- The knowledge organisers have all the key knowledge you need
- On Google Classroom you will find revision activity ideas
- Make revision cards
- Make a quiz and get someone at home/a friend to test you
- Use the links on Google Classroom (BBC Bitesize, Youtube etc.)



**Subject: Hospitality**

**Class Teacher/Head of Department: Miss McCabe**



### **Overview of assessment:**

Paper 1 assessment mock exam worth a total of 90 marks.  
Practical End of Year Assessment

### **What to study for Hospitality:**

- Commercial and non commercial
- Types of Establishments
- Food poisoning bacteria
- High/ low risk food
- Environmental health officer
- Reduce, Reuse, Recycle

### **How to study for Hospitality:**

- Practice cooking skills at home
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topics or verbally practice answering example questions which we have covered this year
- Create revision cards
- Create content posters in your bedroom to visualise your revision





**Subject: Maths**

**Head of Department: Mr. Shave Exam board: AQA**

**Overview of assessment:**

For your assessment you will sit one paper. This paper will be scored out of 50 marks. You will not use a calculator for this paper.

The paper is intended to cover key learning from all the years you have studied maths at secondary school. As such there will be a section on maths you learnt in year 7, year 8 and year 9.

This exam may help to inform the class that you are put in in year 10.

**What to study for maths:** There are a number of topics to revise for maths; these topics are listed below.

Prior learning: Year 7 topics	Prior learning: Year 8 topics	Year 9 topics
To know how to round to decimal places and significant figures	To be able to share in a ratio	To be able to find the mean, median, mode and range
To be able to multiply and divide decimals by 10, 100 and 1000	To be able to find a percentage of an amount	To be able to draw a pie chart
To be able to approximate the answers to calculations using 1sf rounding	To be able to expand single brackets	To understand correlation
To be able to use algebraic substitution	To be able to expand double brackets	To be able to show probabilities on a number line
To be able to simplify expressions by collecting like terms	To be able to solve 2-step equations	To be able to use a tree diagram
To be able to calculate with negative numbers	To be able to list the solutions to inequalities	To understand how to use relative frequency
To be able to use the order of operations (BIDMAS)	To understand the link between co-ordinates and formulae	To be able to measure angles
To understand finding factors and multiples of numbers		To understand the rules regarding angles in parallel lines and use these to solve geometric problems
		To understand how to find the area of a shape
		To be able to calculate the perimeter of a shape
		To be able to find the area of quadrilaterals
		To be able to calculate the area and circumference of circles
		To be able to use Pythagoras' theorem

**How to study for Maths:**

1. Ensure you are in a quiet space where you can revise
2. Ensure you have a pen and paper; working out makes it stick
3. Log in to mathswatch – your teacher will tell you your login details. This will be:  
Username: (yourschoolusername)@reddish, for example John Smith would be 19jsmit@reddish  
Password: circle  
Contact: [t.shave@reddish.stockport.sch.uk](mailto:t.shave@reddish.stockport.sch.uk) or your teacher if your username and password do not work
4. Find the task titled “Year 9 End of Year Assessment Revision 2022”
5. Work through the questions, ensuring that you watch videos and practice any questions you get wrong. Your teacher will show you how to do this
6. If you are really stuck on anything, ask your teacher in lesson and they will help you



**Subject: Music**  
**Head of Department: Mr Sholes**



**Overview of assessment:**

Your assessment will be on the following 3 components taken from our learning this year which are...

<b>Component 1</b> <b>Understanding Music</b>	Listening exercises and written questions using excerpts of music. <b>Questions</b> Unfamiliar music – Elements Periods of music Pop music Traditional world
<b>Component 2</b> <b>Performing Music</b>	1 solo OR ensemble performance
<b>Component 3</b> <b>Composing Music</b>	Composition 2: Free composition

**What to study for Music:**

**Listening**

Unfamiliar music - Students must be able to listen attentively to unfamiliar music and accurately describe musical elements, musical contexts and use musical language where appropriate

1. Western classical tradition 1650–1910
2. Popular music
3. Traditional music
4. Western classical tradition since 1910.

**Performing**

Practice a solo / ensemble performance on the student's choice of instrument.

**How to study for Music:**

<b><u>Listening</u></b>	<b><u>Performing</u></b>	<b><u>Composing</u></b>
<ul style="list-style-type: none"><li>• Revision of key words (materials on P drive)</li><li>• Practice of key word identification in any musical example.</li><li>• Practice writing a detailed analysis of music</li><li>• PEA – Extending questions in music analysis</li></ul>	<b>Practice solo performance piece on chosen instrument.</b> <ul style="list-style-type: none"><li>• Be Accurate</li><li>• Be Expressive</li><li>• Play all dynamics</li></ul>	Create an A and B section to your music. <ul style="list-style-type: none"><li>• Melody</li><li>• Development of parts.</li><li>• Music idea experimenting</li><li>• Lunch / afterschool Sibelius time.</li></ul>



**Subject: GCSE PE (AQA)**  
**Class Teacher/Head of Department: Mrs O'Connor**  
**Mr McClelland, Mrs Riley**



**Overview of assessment:**

Your assessment will be based on your practical scores for three sports and paper 1 content.  
The written paper will consist of 8 multiple choice questions a range of 2-4 mark questions 2 6 mark questions and one 9 mark question

**What to study for (your subject):**

**Applied Anatomy and Physiology**

- Bones
- Structure of a skeleton
- Functions of the skeleton
- Muscles of the body
- Structure of a synovial joint
- Types of freely moveable joints that allow different movement
- Antagonistic muscle groups to bring about movement
- The pathway of air
- Gaseous exchange
- Blood vessels
- Aerobic and anaerobic respiration
- Immediate effects of exercise, short term effects of exercise, long term effects of exercise

**Physical Training**

- Health and Fitness
- The components of fitness
- Linking sports to required components of fitness
- Reasons for and limitations of fitness testing
- Measuring the components of fitness
- The principles of training and overload
- Types of training
- Calculating intensities to optimise training
- Considerations to prevent injury
- Altitude training
- Seasonal aspects
- Warming up and cooling down

**How to study for (your subject):**

- Access the PE classroom where you can view all PowerPoints and quizzes for each topic area. You should have registered from the link placed on google classroom
- Seneca
- All lessons have been uploaded onto google classroom for you to have access to
- Knowledge organisers are available on google classroom
- Exercise books have notes in
- Create revision cards for topics with key terms and definitions
- Create topic mind maps
- Wednesday morning revision before school 8am.

**Overview of assessment:**

You will be assessed on all content you have covered this year in the topics 'relationships' and 'life & death'. Your assessment will have short mark exam questions, and longer debate style questions like the ones you have been completing in lesson time all year. This is an opportunity to bring all this practice together, demonstrating your knowledge and skills!

**What to study for (your subject):****Relationships**

*Love & relationships*  
*Family life*  
*The purpose of marriage*  
*Religious wedding ceremonies*  
*Same sex relationships*  
*Roles of men and women*  
*Cohabitation*  
*Adultery and divorce*  
*Remarriage and separation*  
*The purpose of sex*  
*Contraception*

**Life & Death**

*Creation*  
*Evolution*  
*The big bang*  
*The design argument*  
*Religion vs science*  
*Environmental sustainability*  
*Quality & sanctity of life*  
*Stewardship*  
*Abortion*  
*Euthanasia*  
*Afterlife*  
*Funerals*

**How to study for (your subject):**

- Revision cards with key terms
- Knowledge organisers (available from your teacher)
- Key information revision booklets & content (on google classroom)
- Practice assessment questions (ask your teacher)
- Mind maps of subtopics
- Practice with somebody – ask them to quiz you on key words or what you know about a topic
- Attend Miss Loynds's after school revision session



**Subject: Science Year 9**  
**Class Teacher/Head of Department: Mr Charles**  
**Exam board: AQA**



**Overview of assessment:**

Over the year you have completed two topics in each of Biology, Chemistry and Physics. Information on each of the areas covered is highlighted in the table below. You will sit one short exam in each of Biology, Chemistry and Physics, then one final combined exam which will cover areas across all of your science from this year.

**What to study for Science:**

Chemistry		Physics		Biology	
<u>Topic: Chemistry Fundamentals</u>	<u>Topic: Investigative Chemistry</u>	<u>Topic: Physics - Energy and Waves</u>	<u>Topic: Forces</u>	<u>Topic: Cell Biology</u>	<u>Topic: Communicable Diseases</u>
Changing states of matter	Ionic bonding	Types of energy and energy transfers	Scalar and vector quantities	Types of cells	Health
Atoms, elements, compounds and formulae	Covalent bonding	Insulation	Types of forces	Specialised cells	Pathogens and diseases
Pure substances and solutions	Metallic Bonding	Non-renewable resources	Centre of mass	Tissues, organs and systems	Our barriers to diseases
Separation techniques	Word and symbol equations	Renewable resources	Weight	Microscopes	The immune system
Changing Atomic Theories	Balancing equations	Work done & Power	Resultant forces	Types of microscope	Vaccinations
Protons, Neutrons and Electrons	Conservation of mass	Efficiency calculations	Speed and velocity	DNA	Medicines
Electron configuration	Metals and oxygen	Gravitational potential energy, Kinetic energy & Elastic potential energy	Distance time graphs	Mitosis and the cell cycle	Antibiotic resistance
Isotopes and relative atomic mass	Metals and acid	Introduction to waves	Acceleration and deceleration	Stem cells	Developing new drugs
The periodic table	Metals and water	Waves equation	Velocity time graphs	Asexual reproduction	Scatter Graphs and Health
Metals and non-metals	Acids and bases	Measuring speed of sound	Terminal Velocity	Sexual Reproduction and Meiosis	Frequency tables and histograms
Group 1, 7 and 8	Neutralisation	Measuring period of a wave	Newton's first law	Inheritance (genetic cross diagrams)	Analysis of data
Gas tests	Reactivity series and displacement reactions	EM Spectrum	Newton's second law	Family trees	
			Newton's third law	Genetic diseases and sex determination	
			Magnets		
			Electromagnets		

**How to study for Science:**

- Use our Science revision books and knowledge organisers to revise content and practice exam questions on Seneca
- Time yourselves! Remember 1 mark = 1 minute, therefore, for example you should only spend 6 minutes on a 6 mark question
- Test yourselves, ask a parent/sibling/career/friend to test you on your key terms, a certain topic such as euthanasia or verbally practice answering example questions
- Create revision cards
- Create content posters in your bedroom to visualise your revision





**Year 9 Spanish**  
**Class Teachers/Head of Department:**

**Overview of assessment:**

Your assessment will be on the following topics

<b>Revising year 7</b> Free time activities Personality Expressing opinions	<b>Revising Year 8</b> Film and Cinema Places in town Weather Holidays and countries	<b>Revising Year 9</b> Daily Routine Saying what hurts Healthy Living /Sports Saying what you must do Talking about your job
<b><u>Listening Test 25%</u></b> Multiple choice and short answers	<b><u>Reading Test 25%</u></b> Multiple choice and short answers Translation into English	<b><u>Writing test 25%</u></b> Describe a photo 40 word writing task 90 word writing task Translation into German

**Mr. Papper, Mrs Harrison**

**Structures and functions required:**

**Conjunctions**

e.g: y, pero, sin embargo, aunque,  
pore so, porque, dado que  
puesto que, cuando

**Opinions**

Me gusta (mucho), no me gusta  
(nada), odio, me chilfa, me mola,  
me gustaría, me encanta

**Word order**

**Adjective AFTER noun**

El perro **blanco** – the white dog

**Tenses**

**Present tense** correct endings-

e.g AR: o, as, a, amos, an  
ER/IR o, e, es, emos/imos, en

**Future Tense**

Voy a / va a/ vamos a /van a  
+infinitive

**Past tense (preterite)**

**AR verbs – é - compré**

**ER/IR verbs: í - bebí**

Fui – I went/ fue – it was

**Conditional**

Me gustaría/me encantaría

I would like/I would love

**Infinitive structures**

Se debe – you (one) must

Tengo que – I have to

**Dolerse**

Me duele/me duelen + body part

**Hay – There is/There are**

Hay un mercado antiguo

No hay nada en mi pueblo

**Estar/Tener/Ser/Hacer**

Estoy/tengo/soy/es/hago

**Adjective agreement**

El chico serio/la comida sana

**How to study for Spanish:**

- Use the vocab lists on Google classroom to check your vocab knowledge.
- Use quizlet for any vocab you are not sure of. Type in the topic e.g. Spanish free time or make your own quizzes using the vocab lists on google classroom.
- Get a group of friends and challenge each other on Blooket. All the topics have quizzes so just type what you are looking for into “Discover”.
- Test yourselves, ask a parent/sibling/career/friend to test you on your vocab.
- Create revision cards.
- Create content posters in your bedroom to visualise your revision.
- If there’s a topic or question you’re struggling on ask in lesson.
- Practice writing about each different topic. Always include at least one example of each of the structures and functions listed above.
- Use language gym to practice grammar, build vocab and sentence building.

*Use these 3 revision planners to plan the next couple of weeks of revision*

## STUDY TIMETABLE

[illegible][illegible]

[illegible]

[illegible]