

BE A SCHOLAR

# CHS Progress Tests

## Chorlton High School

### Summer Term Progress Test Information for Students

For Progress Test students will be assessed on their learning from within the curriculum. Below is a list of some of the key focusses for students to use to structure their revision and study at home. Their class teachers will be able to guide them through specific aspects of the Progress Test assessments taking place.

Subject	What I need to know	Key words I need to know	Subject	What I need to know	Key words I need to know
<b>English</b>	<p><b>Your progress test will be split into two sections.</b></p> <p><b>Section 1:</b> Recall questions on poetry</p> <p><b>Section 2:</b> A question on An Inspector Calls.</p> <p><b>An Inspector Calls</b></p> <p><b>For the SECOND part of the test, you will need to know:</b></p> <ul style="list-style-type: none"> <li>• Main themes</li> <li>• The characters</li> <li>• The context of the play</li> <li>• Revise your assessments and feedback from your class teachers</li> </ul>	<p><b>An Inspector Calls:</b></p> <ul style="list-style-type: none"> <li>• Facilitate; democracy; foreshadowing; capitalism; socialism; dramatic irony.</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Extended metaphor, semantic field, atmosphere, characterisation, symbolism</li> </ul>	<b>ERP (RE)</b>	<p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• Trimurti</li> <li>• Beliefs about life after death</li> <li>• Creation story</li> </ul> <p><b>Social Justice:</b></p> <ul style="list-style-type: none"> <li>• The difference between equality and equity</li> <li>• The difference between absolute and relative poverty</li> <li>• The significance of the Divine Right of Kings</li> <li>• Push and pull factors</li> </ul>	<ul style="list-style-type: none"> <li>• Polytheistic</li> <li>• Monotheistic</li> <li>• Deity</li> <li>• Reincarnation</li> <li>• Social justice</li> <li>• Equality</li> <li>• Equity</li> <li>• Absolute poverty</li> <li>• Relative poverty</li> <li>• Divine Right</li> <li>• Monarchy</li> <li>• Refugee</li> <li>• Asylum seeker</li> <li>• Push factor</li> <li>• Pull factor</li> </ul>



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<b>Maths</b>	<ul style="list-style-type: none"> <li>Fractions and Percentages</li> <li>Standard Form</li> <li>Angles in Parallel Lines and Polygons</li> <li>Area of Trapezia and Circles</li> <li>Lines of Symmetry and Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Equivalent</li> <li>Multipliers</li> <li>Alternate</li> <li>Corresponding</li> <li>Polygon</li> <li>Parallel</li> <li>Regular</li> <li>Pi</li> </ul>	<b>Food and Nutrition</b>	<p>You will only have this assessment if you are currently studying Food and Nutrition.</p> <ul style="list-style-type: none"> <li>Nutrition &amp; Nutrients (Impact)</li> <li>Seasonality, Seasonal Food Groups</li> <li>Food Provenance</li> <li>Raising Agents (Biological and Chemical)</li> <li>Gelatinisation</li> <li>Fats (shortening)</li> </ul>	<ul style="list-style-type: none"> <li>Raising agent</li> <li>Coagulation</li> <li>Calories</li> <li>Portion</li> <li>Simple carbohydrates</li> <li>Complex carbohydrates</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Acids and bases</li> <li>Organisms</li> <li>Rocks, climate and the universe</li> <li>Waves, light and sound</li> </ul>	<ul style="list-style-type: none"> <li>Digestive System.</li> <li>Enzyme Digestion</li> <li>Respiratory System</li> <li>Acids And Alkalis</li> <li>Indicators</li> <li>Neutralisation</li> <li>Transverse And</li> <li>Longitudinal Waves</li> <li>Reflection</li> <li>Refraction</li> <li>Dispersion</li> <li>Global Warming</li> <li>Atmosphere</li> </ul>	<b>French</b>	<ul style="list-style-type: none"> <li>Being able to give opinions and reasons why.</li> <li>Present tense of etre, avoir, jouer, faire, manger and boire</li> <li>Perfect tense using avoir and etre</li> <li>The near future tense</li> </ul>	<p><b>Key vocab for</b></p> <ul style="list-style-type: none"> <li>Hobbies</li> <li>Cinema and TV</li> <li>Technology</li> <li>Town and region</li> <li>Food</li> <li>Holidays</li> </ul>

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<b>Art</b>	<ul style="list-style-type: none"> <li>• Proportions of the face</li> <li>• How to scale up/down</li> <li>• How to draw the features of the face suggesting three dimensions.</li> </ul>	<ul style="list-style-type: none"> <li>• Proportion</li> <li>• Scale</li> <li>• Tone</li> <li>• Shape</li> <li>• Foreshorten</li> </ul>	<b>Geography</b>	<p><b>Where will 10 billion people live?</b></p> <ul style="list-style-type: none"> <li>• Where does 8 billion people live and why?</li> <li>• How can we describe the structure of a population?</li> <li>• Can we control population size?</li> <li>• Why do people migrate &amp; where to?</li> <li>• What is urbanisation?</li> <li>• How has migration changed Manchester over time?</li> <li>• What does it mean to be a Mancunian?</li> </ul> <p><b>How is Asia being transformed?</b></p> <ul style="list-style-type: none"> <li>• How does India rely on the monsoon climate?</li> <li>• How do floods threaten lives in Asia?</li> <li>• How does life adapt to the mountain biome?</li> <li>• Why is the population of Asia diverse and dynamic?</li> <li>• How is urbanisation changing lives in Karnataka, India?</li> <li>• Is China helping to create an interdependent world?</li> <li>• How is Asia developing the most important global economic region?</li> </ul>	<ul style="list-style-type: none"> <li>• Population</li> <li>• Population pyramid</li> <li>• Overpopulated</li> <li>• Migration</li> <li>• Urbanisation</li> <li>• Diverse</li> <li>• Monsoon</li> <li>• Deforestation</li> <li>• Biome</li> </ul>
<b>Computing</b>	<p>You will only have this assessment if you are currently studying Computing.</p> <ul style="list-style-type: none"> <li>• Spreadsheets (including Formulas)</li> </ul>	<ul style="list-style-type: none"> <li>• Phishing</li> <li>• Formula</li> <li>• Function (Excel)</li> <li>• Conditional Formatting</li> <li>• Filter / Sort</li> </ul>	<b>History</b>	<p>Everything from Autumn Term and the following topics from Spring Term;</p> <ul style="list-style-type: none"> <li>• British Empire</li> <li>• Colonies of the British Empire</li> </ul>	<ul style="list-style-type: none"> <li>• Abolition</li> <li>• Industrial Revolution</li> <li>• Civilisation</li> <li>• Empire</li> <li>• Colonies</li> </ul>

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	<ul style="list-style-type: none"> <li>• Data Modelling</li> <li>• Programming</li> <li>• Networks</li> <li>• Output/Input Components</li> <li>• Cyber Security</li> </ul>	<ul style="list-style-type: none"> <li>• Formatting</li> <li>• Spreadsheet</li> <li>• Algorithm</li> <li>• Variable</li> <li>• String</li> <li>• Integer</li> <li>• Debug</li> <li>• Syntax</li> </ul>		<ul style="list-style-type: none"> <li>• Life in India pre-Empire</li> <li>• How India was controlled by the British</li> <li>• Divide and Rule</li> <li>• South Africa, Australia and Sierra Leone</li> </ul> <p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>• WWI – Trenches and Censorship</li> <li>• Propaganda</li> <li>• Home Front</li> <li>• Women at War</li> <li>• Empire Soldiers</li> </ul>	<ul style="list-style-type: none"> <li>• India</li> <li>• Mughal</li> <li>• Colonisation</li> <li>• Resources</li> <li>• Rebellion</li> <li>• Censorship</li> <li>• Propaganda</li> <li>• Trenches</li> <li>• Western Front</li> </ul>
<b>Design and Technology</b>	<p>You will only have this assessment if you are currently studying Design and Technology.</p> <ul style="list-style-type: none"> <li>• Industry, Production and Automation</li> <li>• Systems Designs (Electronics)</li> <li>• Smart, Modern &amp; Composite Materials</li> <li>• Motions, Forces and Stresses</li> <li>• Structures</li> <li>• 2D Technical Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial revolution</li> <li>• CAM</li> <li>• CAM</li> <li>• Polymer</li> <li>• Processes</li> <li>• Sustainability</li> </ul>	<b>Music</b>	<p>Students will be assessed on the <b>performance of a song.</b></p> <p>In order to prepare students should use the following resources:</p> <ul style="list-style-type: none"> <li>• Music Technology club</li> <li>• Rehearsal rooms</li> <li>• Rehearse your instrument/part for 20 mins a day</li> </ul>	<ul style="list-style-type: none"> <li>• Genre</li> <li>• Tempo</li> <li>• Time signature</li> <li>• Performance directions</li> <li>• Tablature</li> <li>• Notation</li> </ul>

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<b>Dance</b>	<p>Students will be assessed on their knowledge of choreography and performance skills creating work under the theme of 'Responding to stimuli'.</p> <p>This is a practical assessment, and students will work in small groups to create their work for performance. Personal skills during the creative process will also be assessed.</p>	<ul style="list-style-type: none"> <li>• Actions</li> <li>• Space</li> <li>• Dynamics</li> <li>• Relationships</li> <li>• Unison</li> <li>• Canon</li> <li>• Repetition</li> <li>• Climax</li> <li>• Choreographic devices</li> <li>• Development</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>• Methods of training</li> <li>• Principles of training</li> <li>• SMART targets</li> <li>• Aerobic &amp; Anaerobic training</li> </ul>	<ul style="list-style-type: none"> <li>• Aerobic</li> <li>• Anaerobic</li> <li>• Specificity</li> <li>• Fartlek</li> <li>• Continuous</li> </ul>
<b>Drama</b>	<p><b>Woman in Black</b></p> <p>Students will be assessed on their understanding and application of Drama and ability to create and sustain a character through their performance of a scripted scene and use of abstract techniques to create tension and atmosphere.</p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Believable</li> <li>• Body as Prop</li> <li>• Atmosphere and tension</li> <li>• Genre</li> </ul>	<p>Use BBC Bitesize</p> <p>Developing a character to pick up key terminology.</p> <ul style="list-style-type: none"> <li>• Character</li> <li>• Believable</li> <li>• Body as Prop</li> <li>• Atmosphere &amp; tension</li> <li>• Genre</li> </ul>	<b>Spanish</b>	<ul style="list-style-type: none"> <li>• Being able to give opinions and reasons why.</li> <li>• Present tense ser, estar, tener, ir, hacer, jugar and vivir</li> <li>• Forming and using the preterit tense</li> <li>• Forming and using the near future tense</li> </ul>	<p><b>Key vocab for</b></p> <ul style="list-style-type: none"> <li>• Shopping and clothing</li> <li>• Technology</li> <li>• Hobbies</li> <li>• Environmental issues</li> <li>• healthy lifestyles</li> <li>• holidays</li> </ul>

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