

**Year 9**  
**November 2024 Assessments**  
**Revision Lists**

**Dear Year 9 Students,**

As we approach the end of the term, I wanted to take a moment to share some important thoughts with you regarding your upcoming end-of-term exams in November, and your GCSE options process that will begin in the new year.

### **The Importance of Exam Revision and Preparation**

Your November exams will be your first chance this year to demonstrate the knowledge and skills you've developed. These exams are not only a way for your teachers to assess your progress but also a valuable opportunity for you to get into the habit of revising and preparing properly—skills you will need throughout your school journey and beyond.

Here are a few reasons why revision and preparation are so important:

- 1. Building Confidence:** When you revise thoroughly, you walk into your exams knowing that you've done your best. This helps reduce stress and gives you confidence to tackle the questions.
- 2. Identifying Strengths and Weaknesses:** Through revision, you'll discover the areas where you excel and the topics that need more attention. Understanding this now will help you make improvements in the future.
- 3. Setting Good Habits:** Developing good study habits now, including how to manage your time and approach revision effectively, will make your future exams—especially your GCSEs—much less stressful.
- 4. Long-Term Benefits:** The effort you put into preparing for these exams will help you understand what is expected in exams at GCSE level and beyond. It's not just about passing these tests—it's about preparing for the challenges ahead.

### **GCSE Options: Looking Ahead**

After Christmas, you'll begin an exciting but very important process: choosing your GCSE option subjects. This is a big step in shaping your future studies and even your career, so it's important to think carefully about your decisions.

While you don't need to know exactly what you want to do after school yet, the choices you make now will influence the opportunities available to you in later years. Here are some things to consider as you start thinking about your options:

- **What are your strengths and interests?** Choosing subjects you enjoy and are good at will likely lead to better outcomes, both in terms of your grades and your overall experience.
- **What subjects are required for future pathways?** If you already have an idea of what you might want to do in the future, make sure you're choosing the subjects that will keep those doors open. For example, some careers or further education courses might require specific GCSEs.
- **Balance:** Try to keep a balance between subjects you're passionate about and subjects that will help you develop a broad range of skills and knowledge.

The decisions you'll make about your GCSEs are important, but you'll have plenty of guidance along the way. Your teachers, careers advisors, and myself are all here to support you through this process, helping you choose the path that's right for you.

### **Final Thoughts**

As you begin your revision for the end-of-term exams and start thinking about your GCSE options, remember that the habits and decisions you make now are helping to lay the foundation for your future. Take the time to prepare well, ask questions, and reflect on what's important to you.

You've all worked incredibly hard this term, and I know that you will approach the upcoming exams with the same dedication. Best of luck with your studies—I believe in your ability to succeed!

If you have any questions or need support, don't hesitate to reach out.

**Yours sincerely,**

Mr Evans

Progress Leader

Year 9











Great Sankey High School

# Learning = a change in long-term memory








‘if nothing has changed nothing has been learned’

Meaningful learning is about producing organised, coherent and integrated mental models that allow people to make inferences and apply their knowledge. (Karpicke, J. 2012)

## THE BENEFITS:

- |  |   |  |   |
|--|---|--|---|
| ① Retrieval practice aids later retention<br>‘every time you retrieve a memory it becomes deeper, stronger and easier to access in the future’ |  | ⑤ Testing improves transfer of knowledge to new contexts                 |  |
| ② Testing identifies gaps in knowledge   |  | ⑥ Facilitates retrieval of material that wasn't tested                   |  |
| ③ Testing causes students to learn more from the next learning episode   |  | ⑦ Improves metacognition   |  |
| ④ Testing produces better organisation of knowledge  |  | ⑧ Prevents interference from previous material when learning new content |  |
|  |   | ⑨ Provides valuable feedback to teachers                                 |  |
|  |   | ⑩ Regular testing encourages students to study more                      |  |

# Retrieval Practice Principles (TOM SHERRINGTON)

- |   |   |   |   |
|---|---|---|---|
| ① <b>Involve everyone in the retrieval practice and review process</b><br>‘Good techniques involve all students checking their knowledge.’  |  | ⑤ <b>Vary the diet and mix it up</b><br>‘This will allow students to explore their schema in different ways, strengthening future recall.’                              |  |
| ② <b>Make checking and correcting accurate and easy to do</b><br>‘The best person to mark the test is the person who has just took it.’<br>- Dylan William                            |  | ⑥ <b>Make it time efficient</b><br>‘A good technique can be used repeatedly in an efficient manner without dominating whole lessons.’                                   |  |
| ③ <b>Specify the knowledge</b><br>‘It's better if students know the set of knowledge any retrieval will be based on, so they can study, prepare and self-check.’                      |  | ⑦ <b>Make it workload efficient</b><br>‘The best methods do not involve the teacher checking the students' answers, creating unsustainable workload.’                   |  |
| ④ <b>Keep it generative</b><br>‘Students need to explore their memory to check what they know and understand. This means closing the books and making students think for themselves.’ |  | <p>‘The closer you are to forgetting a piece of information, the more likely it is that you will benefit from revisiting it.’<br/>         BUSH &amp; WATSON (2019)</p> |   |

# Revision Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00							
9:00							
10:00							
11:00							
12:00							
13:00							
14:00							
15:00							
16:00							
17:00							
18:00							
19:00							
20:00							
21:00							

Art

<b>Topics to revise</b>	<p>For Art &amp; Design we need you to practice your drawing and tonal skills. Your drawings should be based on your current theme/topic, this will be either Natural Forms or East meets West (India).</p>
<b>Revision Resources</b>	<p><b>Natural Forms:</b>  <a href="https://youtu.be/PO3T5xOmxhg?si=gvDNTwfG1qwsOsWi">https://youtu.be/PO3T5xOmxhg?si=gvDNTwfG1qwsOsWi</a>  <a href="https://youtu.be/LbMuunVmMQw?si=femEEloTfhMciWvL">https://youtu.be/LbMuunVmMQw?si=femEEloTfhMciWvL</a></p> <p><b>Buildings:</b>  <b>Perspective-</b> <a href="https://youtu.be/uKKFiL-rdEI?si=kEUF0MdocCHpeEsP">https://youtu.be/uKKFiL-rdEI?si=kEUF0MdocCHpeEsP</a>  <b>Using other materials-</b> <a href="https://youtu.be/p4mw1QJlQc?si=6llLjH-1ErNnzf8">https://youtu.be/p4mw1QJlQc?si=6llLjH-1ErNnzf8</a></p>

## Geography

### Topics to revise

#### Year 7 and 8 Recap

Different types of rainfall

Climate change – causes and effects

Land use model

Butler model Tourism

DTM model Population

Plate margins

#### Globalisation

Introduction to Globalisation, transport and ICT.

Switched on vs Switched off places

TNC's

Global culture

Benefits and costs of Globalisation

Globalisation of Coffee

### Revision Resources

YouTube videos to help with your practice. You class teacher will have posted the class PowerPoint into your Teams Classrooms.

## Science

<b>Topics to revise</b>	<p><b><u>Year 7 and 8 Recap</u></b></p> <ul style="list-style-type: none"> <li>• Physics – Energy Transfer/ particle movement</li> <li>• Chemistry – Practical Skills/ Mixtures</li> <li>• Biology – Cells and Function</li> </ul> <p><b>Working Scientifically (e.g., Identifying variables, suggesting improvements to experiments, interpreting practical data, analysing graphs)</b></p> <p><b><u>Year 9</u></b></p> <p><b><u>Paper 1</u></b></p> <p><b>Biology - Cells, specialised cells, microscopy and the cell cycle</b></p> <p><b>Chemistry - Separating Techniques</b></p> <p><b><u>Paper 2</u></b></p> <p><b>Physics - Energy Transfers and Energy Stores</b></p> <p><b>Chemistry - Elements, Compounds, Pure Substance and Mixtures</b></p>
<b>Revision Resources</b>	<p><b>Biology - Cells, specialised cells, microscopy and the cell cycle</b></p> <p><a href="https://cognitoedu.org/coursesubtopic/b2-gcse-aqa-h-t_1.04">https://cognitoedu.org/coursesubtopic/b2-gcse-aqa-h-t_1.04</a></p> <p><a href="https://cognitoedu.org/coursesubtopic/b2-gcse-aqa-h-t_1.02">https://cognitoedu.org/coursesubtopic/b2-gcse-aqa-h-t_1.02</a></p> <p><a href="https://cognitoedu.org/coursesubtopic/b2-gcse-aqa-h-t_1.1">https://cognitoedu.org/coursesubtopic/b2-gcse-aqa-h-t_1.1</a></p> <p><a href="https://cognitoedu.org/coursesubtopic/b2-gcse-aqa-h-t_1.11">https://cognitoedu.org/coursesubtopic/b2-gcse-aqa-h-t_1.11</a></p> <p><b>Chemistry - Separating Techniques</b></p> <p><a href="https://cognitoedu.org/coursesubtopic/c2-gcse-aqa-h-t_1.06">https://cognitoedu.org/coursesubtopic/c2-gcse-aqa-h-t_1.06</a></p> <p><a href="https://cognitoedu.org/coursesubtopic/c2-gcse-aqa-h-t_1.07">https://cognitoedu.org/coursesubtopic/c2-gcse-aqa-h-t_1.07</a></p> <p><a href="https://cognitoedu.org/coursesubtopic/c2-gcse-aqa-h-t_8.02">https://cognitoedu.org/coursesubtopic/c2-gcse-aqa-h-t_8.02</a></p> <p><b>Physics - Energy Transfers and Energy Stores</b></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zskp7p3/video">https://www.bbc.co.uk/bitesize/guides/zskp7p3/video</a></p> <p><a href="https://www.youtube.com/watch?v=H6D_ViW0Ch4">https://www.youtube.com/watch?v=H6D_ViW0Ch4</a></p> <p><a href="https://cognitoedu.org/coursesubtopic/p2-gcse-aqa-h-c_1.11">https://cognitoedu.org/coursesubtopic/p2-gcse-aqa-h-c_1.11</a></p> <p><b>Chemistry - Elements, Compounds, Pure Substance and Mixtures</b></p> <p><a href="https://cognitoedu.org/coursesubtopic/c2-gcse-aqa-h-t_1.03">https://cognitoedu.org/coursesubtopic/c2-gcse-aqa-h-t_1.03</a></p> <p><a href="https://cognitoedu.org/coursesubtopic/c2-gcse-aqa-h-t_8.01">https://cognitoedu.org/coursesubtopic/c2-gcse-aqa-h-t_8.01</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zqswrwx/revision/1">https://www.bbc.co.uk/bitesize/guides/zqswrwx/revision/1</a></p>

## English

### Year 8 Recap: Narrative Writing

*You will be asked to write a short narrative using an image as a stimulus for your writing.*

As part of the narrative piece of writing, you will want to consider:

Characterisation and narrative perspective (1<sup>st</sup>/3<sup>rd</sup> person)

Using a variety of sentence starters (verb beginning, paired adjectives, emotion word, comma)

Using ambitious vocabulary (e.g., precise nouns – *oak* instead of a *tree*; ambitious synonyms – *petrified* instead of *scared*)

Using a variety of punctuation (e.g., semi-colons, dashes, speech marks, exclamation marks, etc.)

Using figurative language

### Year 9: Voices of War Rebellion, Revolution and Romanticism

You will be asked to answer comprehension questions about a text you have studied: *Dracula* by Bram Stoker

You will want to consider:

Gothic conventions

Characterisation

Writer's Intentions (What did Stoker want to make you think or feel?)

Topics to revise

Revision Resources

Copy of Rebellion, Revolution and Romanticism – This is the booklet that was used in class.

<https://www.bbc.co.uk/programmes/p0bnlq0z>

<https://classroom.thenational.academy/units/language-skills-fiction-reading-52c6>

[Writing Skills - Creative and narrative writing - BBC Bitesize](#)



**Spanish**

**Topics to revise**

**Free Time**

**How I spend my free time – general activities**

**Using opinion phrases to say how I like to spend my free time**

**Television shows and genres and opinions**

**Talking about sports you currently do**

**Sports you would like to do in the future tense**

**Food & Drink:**

**Recall language for different foods and drinks**

**Give and understand opinions on food and drink**

**Revision Resources**

**Language Nut**

**Online Knowledge organiser**

**Exercise Book**

**Revision sheets which we will complete in lessons**

## French

### Topics to revise

#### Family and Friends:

Family members and describing your family

Using adjectives to describe your family

Making adjectives agree with the person you are talking about

Saying who you get on with/don't get on with

Physical descriptions including hair and eyes

Personality descriptions

#### House and Town:

Describing different types of houses and locations

Describing rooms in the house

Furniture in the house

### Revision Resources

Language Nut

Online Knowledge organiser

Exercise Book

Revision sheets which we will complete in lessons

## History

**Topics to revise**

**Year 7 and 8 Recap**  
**Oliver Cromwell (Year 8)**  
**King John and Magna (Year 7)**  
**Year 9**  
**Weapons of WW1**  
**The Women's Suffrage Movement**  
**WW1 and Women**

**Revision Resources**

**You should use your books, Educake, knowledge organiser pages given to you in class as well as the following links:**

**Weapons of WW1:**  
<https://www.bbc.co.uk/bitesize/articles/zs666sg#zkphhcw>

**Women's Suffrage:**  
<https://www.bbc.co.uk/bitesize/topics/zxwg3j6>

**Women & WW1:**  
<https://www.bbc.co.uk/bitesize/articles/zj8my9q>

**Oliver Cromwell:**  
<https://www.bbc.co.uk/bitesize/articles/zg6ccmn>

**King John & Magna Carta:**  
<https://www.bbc.co.uk/bitesize/articles/zcg66g8#zb788hv>

## Maths

**MARKS AVAILABLE – 50 per paper**

You are to revise everything in **Units 1, 2 and 3 (all number topics detailed below)**.

You will need full equipment for the assessment except for a calculator as it will be a **non-calculator paper**

**YOU MUST PROVIDE ALL YOUR OWN EQUIPMENT FOR THE ASSESSMENT SO GET ORGANISED IN PLENTY OF TIME.**

**Topics to revise:**

Add, subtract, multiply and divide integers, decimals, fractions and negative numbers

Square numbers, cube numbers

Order of operations (BIDMAS)

Reciprocals

**All** percentages

Problem solving with fractions and percentages

Rounding and estimating

**Extension topics**

*Index laws (E)*

*Recurring decimals (E)*

*Error intervals (E)*

*The topics labelled (E) are extension*

**Retrieval topics which may use some of the topics above:**

Standard Form

Area of Triangle

Solving Equations up to unknowns on both sides

Mean, Median, Mode, Range

**Topics to revise**

**Revision Resources**

**Use videos on Sparx Maths in the Independent Learning and your book to support your learning in preparation for this assessment.**

**You may also find BBC Bitesize useful:**

<https://www.bbc.co.uk/bitesize/subjects/zqhs34j>

## Religious Studies

### Year 8 Recap

#### *Hinduism*

- Hindu Gods and Goddesses
- Life after death
- Place of worship (Mandir)
- Diwali

#### *Inspirational people*

- What makes a person inspirational?
- Ghandi
- Rosa Parks
- Martin Luther King
- Emmeline Pankhurst

### Year 9

#### *Religion and the Media*

- What is the media?
- How is religion and God portrayed in the media?
- The impact of religion and the media
- Censorship
- Blasphemy

**Topics to revise**

**Revision Resources**

**Your religious studies exercise book**

#### **BBC bitesize**

<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p>

<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zjpp92p>

<https://www.bbc.co.uk/bitesize/guides/zg4ymsg/revision/5>

<https://www.bbc.co.uk/bitesize/topics/zk94jxs/articles/zt48dp3>