

2026 Year 9 Autumn assessment revision booklet

What do I need to remember about this assessment?

You will complete two assessments this term:

Half-Term 1: Creative Writing Assessment

You will write your own creative piece inspired by Gothic Literature. You should aim to create atmosphere, tension and suspense through your use of language and structure.

Half-Term 2: Reading Assessment

You will answer a question based on an extract from Charles Dickens' The Signalman.

You will need to:

- Understand what is happening in the extract.
- Analyse how Dickens creates mood and tension.
- Explore the writer's methods.
- Support your ideas with references from the text.
- Evaluate the effectiveness of the writer's choices.

What do I need to revise for this assessment?

Key Vocabulary: Make sure you can define and use the following terms:

- Foreboding - A feeling that something bad will happen
- Imagery - Language that creates a picture in the reader's mind
- Suspense - A feeling of anxious uncertainty
- Grotesque - Strange, disturbing or unpleasant
- Structure - How a text is organised
- Tension - A sense of conflict, danger or uncertainty
- Unease - A feeling of discomfort or worry
- Duality - Two contrasting sides of something
- Context - The circumstances in which a text was written
- Characterisation - How a writer presents a character
- Supernatural - Events beyond normal explanation

Gothic Literature Conventions: You should know the common features of Gothic Literature:

- Isolated settings
- Darkness and shadows
- Mysterious events
- The supernatural
- Fear and suspense
- Strange or unsettling characters
- Dangerous locations
- Unease and tension
- Weather used to create atmosphere

Writer's Methods

You should be able to identify and analyse methods being used by writers to create meaning. Consider:

- What method is being used?
- What effect does it create?
- Why might the writer have chosen it?

Context and Authorial Intent

You should understand:

- Why Victorian readers enjoyed Gothic stories.
- How fear of the unknown is often explored in Gothic fiction.
- How writers use Gothic settings and supernatural elements to entertain and unsettle readers.

A Useful Revision Checklist

- ✓ I know the key features of Gothic Literature.
- ✓ I can explain how Gothic writers create tension and suspense.
- ✓ I can identify and analyse imagery, structure and tone.
- ✓ I know the key vocabulary from the unit.
- ✓ I can use Gothic conventions in my own writing.
- ✓ I can support my ideas with quotations.
- ✓ I can evaluate a writer's methods and their effects on the reader.
- ✓ I can write accurately using a range of punctuation and ambitious vocabulary.

Where can I find help with revision?

In School	At Home
• Ask your English teacher if there is a part of the unit you are unsure about. • Use your classwork and exercise book to revisit notes, model answers and feedback. • Review any knowledge organisers or revision materials given out in lessons.	• Re-read extracts and resources from lessons, particularly those linked to Gothic Literature and The Signalman. • Use BBC Bitesize to revise key writing and reading skills, including: • Language techniques • Structural techniques • Creating atmosphere and tension • Analysing writers' methods • Creative writing skills • Use online dictionaries to check the meaning and spelling of unfamiliar vocabulary.

What do I need to remember about this assessment?

This is a non calculator assessment

Read questions carefully

Try all questions

<u>Topic</u>	<u>Sparx Code</u>
Calculating the range	U526
Adding and subtracting integers	U417
Using algebraic notation	U613
Understanding, measuring and drawing angles	U447
Finding fractions of amounts without a calculator	U881
Converting units of length, mass and capacity	U388
Drawing and interpreting scale diagrams	U257
Drawing and interpreting scale diagrams	U257
Drawing and interpreting tally charts	U653
Finding averages from frequency tables	U569
Drawing bar charts	U363
Writing probabilities as fractions	U408
Probabilities of mutually exclusive events	U683
Using probability phrases	U803
Solving direct proportion word problems	U721
Enlargement by a positive scale factor	U519
Substituting into algebraic formulae	U585
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Using a written method to multiply and divide integers	U127, U868
Plotting straight line graphs	U741
Finding percentages of amounts, Using a written method to divide integers	U554, U868
Finding percentages of amounts without a calculator	U554
Dividing fractions	U544
Using a written method to multiply decimals	U293
Calculating with roots and powers	U851
Index rules with negative indices	U694
Index rules with positive indices	U235
Prime factor decomposition	U739
Finding the HCF and LCM using prime factor decomposition	U250
Calculating the mean	U291
Calculating the mean	U291
Constructing perpendicular bisectors and lines	U245
Angles in triangles, Constructing and solving equations	U628, U599
Constructing and solving equations, Solving direct proportion word problems	U599, U721
Calculating with density	U910
Estimating calculations	U225
Expanding double brackets	U768
Factorising a difference of two squares	U963

Where can I find help with revision?

Use Sparx Maths Independent Learning Section to input codes of topics you need to revise.

Do practise questions and watch videos

Ask your teacher if there is anything you don't understand

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Where can I find help with revision?

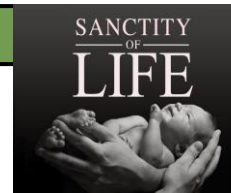
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What do I need to remember about this assessment?

In your assessment you will complete a POP task covering the topic we have just covered. It will be completed in class in your exercise book and you will have 1 hour to complete.

**What do I need to revise for this assessment ?****Assessment 1 - October**

The Genesis creation stories help Catholics understand the meaning and purpose of human life. In Genesis 1, God says "Let us make _____ in our _____ after our likeness" and God said "Be _____ and multiply"

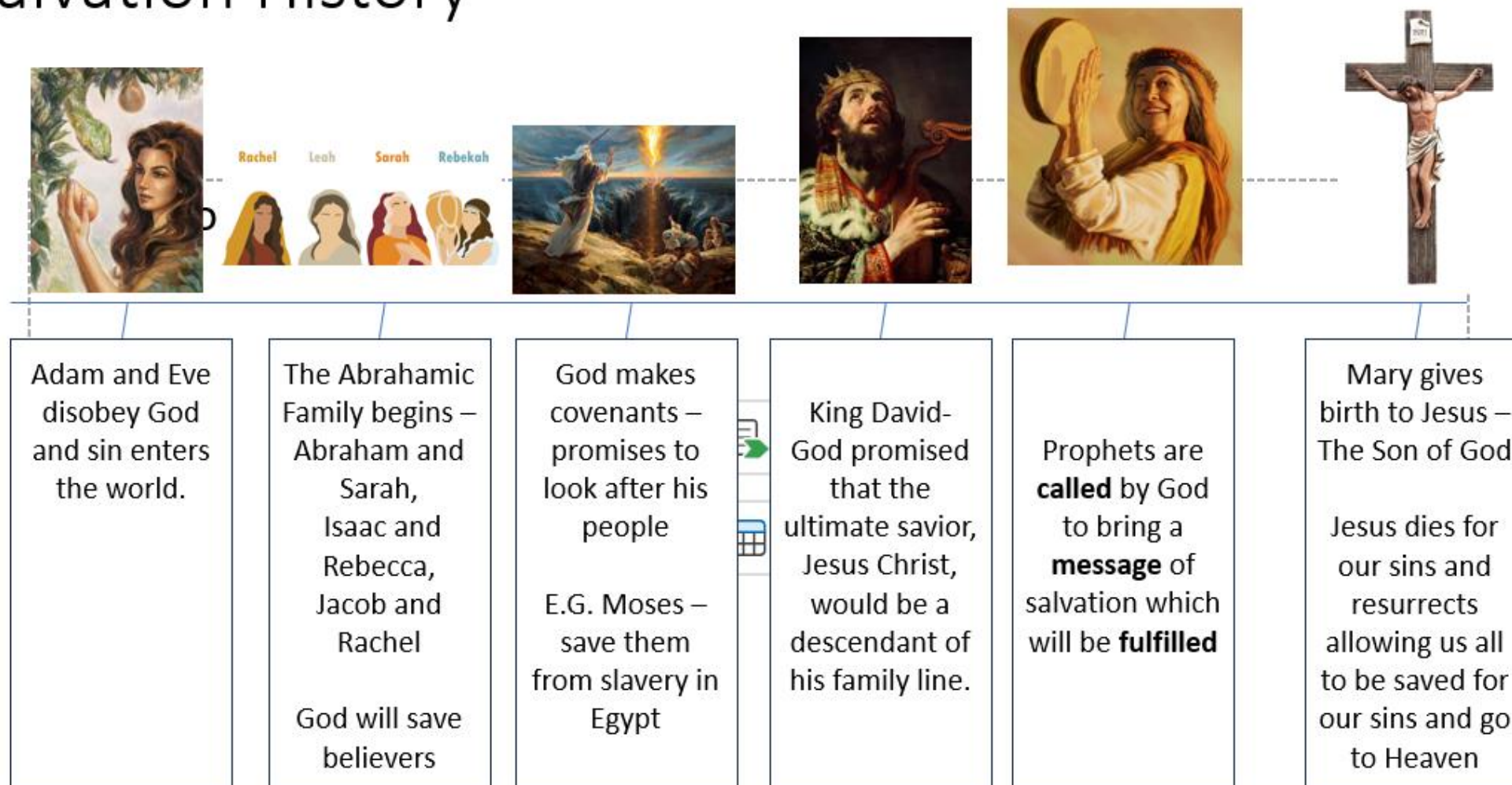
This shows God makes them _____ in God's image and likeness. In Genesis 2 God makes _____ first, from the earth and _____ life into him. Then he makes woman from the _____ of man. **Image, man, imago Dei, rib, man, breathes, fruitful.**

The Genesis accounts show that humans are created differently to all other creation because they are the only part created in God's _____. This means human life has special _____ and value. God created them with pure _____. Everyone is created for a purpose and is _____. Humans are created with love and they are called to express that love to _____. Humans are also created with free will, they can accept or _____ God. Because of belief in Imago Dei, Catholics treat all life as _____ and act as _____.

Sacred, stewards, reject, others, unique, Love, image.

Human life is a gift from God, so is sacred and _____. The Bible contains many teachings that support this, such as the commandment "Do not _____" and St Paul's teaching that "The body is a _____ of the Holy _____." Therefore, Catholics believe that only God can give life and take it away. For Catholics, life begins at _____. In Jeremiah, it says "Before I formed you in the womb, I knew you", suggesting that God creates us at the moment of conception. **Conception, Holy, Kill, Spirit, Temple,**

Genetic engineering is the scientific process of manipulating genes so that its structure of characteristics change. The Catholic Church believes that science and technology should be used _____ and ethically as **all human life is sacred** and should be respected from the moment of _____. The Church supports genetic research when it helps cure diseases and improve health. However, the Church is **against genetic modifications** that change a person's traits for non-medical reasons, like trying to make someone stronger or smarter. It believes that humans should not "play God" by altering the natural design of life. It could also lead to unfair treatment—if only wealthy people can afford enhancements, it might create _____. The Church teaches that science should be used to help everyone, not just a few. **Inequality, Conception, Responsibly,**

Assessment 2 – November**Salvation History****Where can I find help with revision?**

Use your knowledge organisers in your exercise books and the information above.

Create your own notes, flash cards or mindmaps of the information.

What do I need to remember about this assessment?**What do I need to revise for this assessment ?****Reactions Activate 2**

Atoms in Reactions

Combustion

Thermal Decomposition

Conservation of mass

Exothermic and Endothermic

Energy Level diagrams

Forces Activate 2

Friction and drag

Squashing and Stretching

Turning forces

Pressure in gases

Pressure in liquids

Pressure in solids

Ecosystems Activate 2

Aerobic Respiration

Effect of exercise

Anaerobic respiration

Biotechnology

Fermentation Core Practical

Fermentation core practical

Photosynthesis

Investigating Photosynthesis

Structure of the leaf

Looking at Stomata

Plant minerals

Where can I find help with revision?

BBC Bitesize

Educake – login and set yourself some quizzes (see your teacher for logindetails)

Knowledge organisers in class

What do I need to remember about this assessment?

You will be tested on the four skills of Speaking, Reading, Listening and Writing.

Your assessment will last one hour and will take place in your Spanish lesson with your MFL teacher.

What do I need to revise for this assessment ?

Being confident with the vocabulary is a key to success. Use different strategies to practise vocabulary such as read aloud, cover and check, cue cards, mind maps or practising the spelling on a mini whiteboard.

Have a look at the writing completed in class and the translation homework. Learn from your mistakes.

List of topics:

- Festivals
- Months and Seasons
- Celebrations activities
- Clothes and Shopping for clothes
- Food and Shopping for food
- A special day
- Christmas

Where can I find help with revision?

Use your knowledge organiser that you can find in your exercise book and on the school website. Your vocabulary book also has a record of all the vocabulary covered in class.

For extra practice, you can log into Languageut. You can also look at the BBC Bitesize KS3 French.

What do I need to remember about this assessment?

- Decomposition
- Pattern Recognition
- Abstraction
- Algorithms and flowcharts
- Pseudocode

What do I need to revise for this assessment ?

- What is decomposition?
- Why is decomposition useful?
- What is pattern recognition?
- How can recognising patterns help programmers?
- What is abstraction?
- Why is abstraction important?
- What is an algorithm?
- What makes an algorithm effective?
- What symbol represents a decision in a flowchart?
- What symbol represents a process?
- What does INPUT mean in pseudocode?
- What does OUTPUT mean?
- Write an IF statement in pseudocode.
- Write a FOR loop in pseudocode.
- Explain the difference between an algorithm and a flowchart.

Where can I find help with revision?

- You can access your Project diary on teams.

BBC Bitesize

<https://www.bbc.co.uk/bitesize/topics/z7tp34j>

What do I need to remember about this assessment?

- This is an **End of Unit Test** based on the work completed during the first half term.
- The enquiry has been: **Was the First World War a necessary sacrifice or a tragic waste?**
- The test is mainly focused on **knowledge and recall**.
- It will include:
 - Key vocabulary questions
 - Chronology of First World War events
 - Multiple-choice questions
 - Short factual recall questions
- Extended writing and source analysis are **not part of this test**; these are assessed separately.

What do I need to revise for this assessment?**The First World War**

- What the world was like before 1914
- The causes of the First World War
- Why men volunteered to fight
- Life in the trenches
- Who fought in the war and why
- The Battle of the Somme
- Whether General Haig should be seen as a **butcher or a hero**
- What happened when the war ended

Key words and terms

- Alliance
- Militarism
- Triple Alliance
- Triple Entente
- Artillery
- Propaganda
- Conscription
- Trench
- Shell shock
- Armistice

Key dates

- **1914** - First World War begins
- **July 1916** - Battle of the Somme
- **1917** - USA enters the war / Russian Revolution
- **1918** - Armistice signed

Where can I find help with revision?

- Your **class notes**
- Your **knowledge organiser**
- BBC Bitesize - **World War One**
- Imperial War Museum - **First World War resources**
- Make or use **flashcards** to practise key words and dates
- Practise describing **life in the trenches**
- Practise explaining whether **General Haig was a butcher or a hero**, using evidence.

Information about this Assessment: Areas assessed: 1) Biomes and Ecosystems 2) Tropical Rainforests			Must know Key words: Adaptation Biome Buttress Roots Canopy Climate Cause Consumer Decomposer Deforestation Drip Tip Leaves Economic Ecosystems Effect Emergents Environmental Food Chain Food Webs Forest Floor HIC NEE Nutrient Cycle Producer Responses Social
What do I need to revise for this assessment?			
Ecosystems and Biomes	Tropical Rainforests		
1) What are Biomes and Ecosystems? 2) What is the nutrient cycle and food webs? 3) How do we collect data in Geography?	1) Where are tropical rainforests? 2) What is the climate like in Tropical Rainforests? 3) Why are tropical Rainforests classed as diverse? 4) How to plants adapt to the tropical rainforest? 5) How do animals adapt to the tropical rainforest? 6) How to human's impact on the rainforest? 7) What is the value of the tropical Rainforest 8) What are the effects of deforestation? 9) How can we solve deforestation?		
Where can I find help with revision?			1) Your exercise books contain all the information to help you revise 2) Your class team 3) BRC Bitesize

Question types and guidance:

Describe - set out main purpose (say what you see)
Discuss - consider the positives and negatives of a scheme and come to a decision
Explain - give reasons for your answer (Say why)
Identify - indicate the main key idea
Label - draw arrows to the key point (your arrow much touch the point)
Use examples – give specific facts and figures about an issue (e.g. Somerset Flooding)
To what extent – make a decision and back up your answer, considering both sides of the argument

Assessment Examples:

To what extent do you agree that ‘Deforestation in tropical rainforests is mainly caused by economic development.’

Deforestation in tropical rainforests is often linked to economic development, but there are also environmental and social factors involved. I agree to a large extent that economic development is a major cause.

In the Amazon Rainforest (Brazil), large areas of forest are cleared for cattle ranching. This boosts Brazil's economy through beef exports, and makes \$6.9billion a year in Brazil. Logging is another economic activity - valuable hardwoods like mahogany are sold internationally. Logging contributes to \$10 per hectare. Mining for resources like gold and iron also contributes to deforestation and brings income and jobs.

However, not all deforestation is driven by economics. In some areas, land is cleared by small-scale farmers (subsistence farming) who need to feed their families. Population growth also pushes people into forested areas where they clear land for housing.

Overall, while there are a mix of causes, economic development - through activities like ranching, mining and logging - is the dominant driver in many tropical regions.