



St Edmund Arrowsmith
Catholic High School
*Prepare the way of the Lord through **Actions***

YEAR 9 ASSESSMENT 1 REVISION BOOKLET

Art	
How will pupils be assessed?	Pupils will be assessed on their knowledge of the key words. They will also be assessed on their classwork as it will demonstrate their ability to put their knowledge of key words into practice.
Topic list	KEY WORDS • Tone – Tone is lightness and darkness. • 2. Texture – Texture creates a feeling of an object and makes it more interesting. • 3. Shading – Shading is a technique using dark or light colour to give impression of shape. • 4. Mark Making – Mark making is experimenting with lines and shapes to make different textures and tones. • 5. Tonal Colour – Tonal colour is when you blend harmonising/related colours together going from light to dark. • 6. Analyse – Analyse is when you examine a picture or work of an artist carefully and in detail, discussing the colours, shapes and meaning. • 7. Collage – A collage is piece of art made by arranging and sticking different materials or pictures together. • 8. Mind Map – A Mind Map is a diagram in where information and ideas are shown visually, usually with a central idea placed in the middle and linked ideas arranged around it. This allows you to develop ideas. • 9. Refinement – Refinement is when you improve a piece of work in some way, by either neatening it, getting rid of something or adding to it. • 10. Mediums – Mediums are the different materials that an artist uses to make a piece of art, such as: pencil, coloured pencil, watercolour paint, acrylic paint, collage. • 11. Complementary Colours – Complementary Colours are those which are opposite to each other on the colour wheel. For example, red and green. You DO NOT mix these – They look good next to each other. • 12. Harmonising Colours/Related colours – Harmonising Colours or related colours are colours next to each other on the colour wheel and look nice together, they work in harmony. Examples of harmonising colours are orange and red. You DO mix these together. • 13. Composition – Composition is how something is arranged and put together. It could be lines, colours or images. • 14. Dominance – Dominance is the object or colour that stands out in relation to the rest of the painting or image. • 15. Repetition – Repetition is created when objects, shapes, space, light, direction, lines etc. are repeated in artwork. • 16. Balance – Balance is when the artwork has equal focus on both sides and looks evenly arranged. • 17. Symmetry – Symmetry is when something is the same on both sides, mirrored or equally balanced. • 18. Unity – Unity is when things work together to create a feeling of wholeness. • 19. Contrast – Contrast is created by using opposites near or beside one another such as a light next to dark or a rough texture next to smooth.
Revision technique	Review and test yourself on the key words.

Computer Science	
How will pupils be assessed?	1 x 50-minute assessment completed in lesson using the computer. A combination of multiple choice, short answer and 1 extended programming question (writing code for a given problem). This will assess pupil knowledge of python programming, the theory behind the concepts of programming and practical application of the programming concepts.
Topic list	Key Concepts to learn: • Variables • Constant • Inputs • outputs • Selection (if, elif and else) • Iteration(for and while) • Arrays For each of the key concepts listed above you will need to: • Define/describe the concept and its purpose • Read and recognise when the concept is used in a piece of code • Understand how the concept would work if it was being executed(ran) by a computer • Trace through a piece of code to determine the output • Find when there is an error with the concept and fix it • Write a program using a combination of concepts (variables, inputs, selection and output)
Revision technique	All pupils have a digital exercise book in computing – to access this from home, pupils can download the OneNote app from the app store or visit https://www.onenote.com/ and sign in with their school email address and password. This digital notebook can be utilised to create revision resources such as: mind maps and cue cards(focusing on key terminology) Just like sports, programming is a skill that needs to be practised. There are many free websites and apps available, if you search for free python courses for beginners there are many different options. A good free resource for this is: Python Tutorial (w3schools.com)

Drama	
How will pupils be assessed?	Students will choose an extract from the play studied; 'Noughts & Crosses' and will prepare this for performance as highlighted in the Btec Performing Arts Tech Award success criteria shared with students as either a performer or designer. They will be expected to: • Learn lines/cues and be off script ready for performance • Perform in character and the interpretation should be in context and appropriate linking with the play as a whole • The performance will be well rehearsed and polished • Design booklets will be completed with research, planning, initial designs/notes and final designs • Designs will be in detail, in context, in colour and annotated showing reasoning for your design ideas and how they fit with the group/extract chosen
Topic list	Noughts & Crosses by Malorie Blackman
Revision technique	Contribution to performance: • Range of skills demonstrated • How far skills are deployed, how precise and how effective? • Their personal interpretation and its appropriateness to the context of play as a whole and their chosen scene • Their personal interpretation and its sensitivity to context of the play • At what level the students' artistic intentions are achieved demonstrating a clear understanding of the importance of production process and performance Contribution to designs: • Range of skills demonstrated • How far skills are deployed, how precise and how effective • Designs should be appropriate and interpret the wishes of the author and performers and sensitive to the play as a whole • Intentions should be made clear through evidence in research tasks, designs and annotations

English	
How will pupils be assessed?	1 x45 minutes question paper <u>Knowledge Section:</u> Knowledge and understanding of persuasive devices <u>Writing Section:</u> Writing a speech chosen from a choice of given tasks.
Topic list	✓ The Aristotelian Triad ✓ Persuasive devices ✓ Techniques needed for speech writing
Revision technique	<u>Knowledge Section</u> ✓ Use the knowledge organiser to learn the Aristotelian Triad and the range of persuasive devices. <u>Writing Section</u> ✓ Use you class speech writing booklet to revise and practise writing speeches.

French	
How will pupils be assessed?	• Reading Paper – Write all answers in English. Read short passages of French and : ➤ complete a gap-fill exercise. ➤ select the correct answer from a list of options. ➤ Complete a reading comprehension. • Listening Paper – Write most answers in English. Listen to short passages of French and: ➤ complete a gap-fill exercise. ➤ select the correct answer from a list of options. ➤ listen to French sentences and complete the missing words you hear in French. • Writing Paper – Write all answers in French. ➤ Unjumble sentences putting words into the correct order, ➤ Fill in the missing words from a sentence. ➤ Write a few short sentences about your school and the subjects you study.
Topic list	A description of school (SB1) • Name of school, location, adjectives and facilities Opinions of subjects (SB2) • Expressing positive and negative opinions about subjects and giving reasons and extra details. • You will also be expected to recall some familiar language from other topic areas (that you will have covered in Year 7 and Year 8).
Revision techniques	Use your sentence builders (1 & 2) to practise the vocabulary. You could: ✓ make flashcards ✓ write practice sentences ✓ create a mind map of the key words and phrases ✓ ask someone else to test you on the vocabulary.

Geography	
------------------	--

How will pupils be assessed?	40-minute assessment (in class)
Topic list	• Population – Key Words • Reasons for population growth • Demographic Transition Model – 5 stages • Population Pyramids – Analysis • China One-Child Policy (Detailed evaluation – main question)
Revision technique	A revision sheet and sample questions have been emailed to all pupils and will be discussed in lessons four weeks before the assessment.

History	
How will pupils be assessed?	55-minute assessment (in class)
Topic list	• Rise of the Nazi Party (Fact Test and 'Explain' question) • The Suffragette Movement (Inference Question)
Revision technique	A revision sheet and sample questions have been given to all pupils in class and will be discussed in lessons four weeks before the assessment.

Maths	
How will pupils be assessed?	2 x 45-minute assessments. One non-calculator paper. One calculator paper. Students will only be assessed on content they have been taught, however it will contain topics from previous years.
Topic list	Each class will be given more specific revision lists by their class teacher. <u>Sets: 9M1, 9M2, 9M3</u> Collecting data (Y9 content) Geometric sequences and progressions (Y9 content) Sectors and Arcs (Y9 content) Standard form (Y9 content) Similarity in 2D shapes (Y8 content) Drawing reciprocal and circle graphs (Y8 content) 3D shapes (Y8 content) Scatter graphs (Y8 content)

	Sets: 9M4, 9M5 Collecting data (Y9 content) Geometric sequences and progressions (Y9 content) Sectors and Arcs (Y9 content) Standard form (Y9 content) Working with grouped data (Y8 content) Similarity in 2D shapes (Y8 content) 3D shapes (Y8 content) Reflections and Rotations (Y8 content) Scatter graphs (Y8 content) Sets: 9M6, 9M7, 9M8 Geometric sequences and quadratic sequences (Y9 content) Area of further quadrilaterals and circles (Y9 content) Standard form (Y9 content) Indices (Y9 content) Time (Y8 content) 2D and 3D shapes (Y8 content) Scatter graphs (Y8 content) Sets: 9M9, 9M10 Sequences and nth term (Y9 content) Area and perimeter of 2D shape (Y9 content) Indices, order of operations and standard form (Y9 content) Time (Y8 content) 2D and 3D shapes (Y8 content) Scatter graphs (Y8 content)
Revision technique	Complete the Mathswatch revision assignment. Refer to the revision list. Learn formulas and how to use them. Learn general skills and practice answering lots of questions. Learn how to apply your skills to problem solving and reasoning questions and practice lots. The best way to revise Maths is to do Maths (and to check your answers are correct)!

Music	
How will pupils be assessed?	80% of the grade will be generated from assessment of the topic pupils completed during term 1A. <i>This will be Individual Performance on keyboards (or own instrument if applicable), ensemble work, or creating a 12-bar blues using music technology.</i> 20% of the grade will be generated from a written and listening assessment completed in class during the year 9 assessment window.
Topic list	Understanding and defining musical elements: melody, rhythm, tempo, pitch, tonality, dynamics, structure Recognizing and applying musical elements: instruments, tempo, tonality and genres.
Revision technique	Spend time revising and consolidating the key terms from the revision list handed out by your class teacher.

	Create mind maps, cue cards or a method of your choice to help you learn and remember.
--	--

PE	
How will pupils be assessed?	<u>ME in PE – Head, Heart and Hands</u> DEVELOPING SKILLS & EMBEDDING KNOWLEDGE Improving, deepening and applying knowledge of physical activity Hands - What are the skills? How do you do it? Head – When should you use the skills? Why do you do it? Heart – What fitness do you use? Why does this help? • Practical assessment completed at the end of a unit <i>Average score out of 20 (66% of mark)</i> • Written assessment completed during their assessment window <i>Average score out of 10 (33% of mark)</i> <i>*Please note not all activities are covered, this will depend on your child's PE group.</i>
Topic list	<u>BADMINTON</u> Hands and Head – Grip and ready position, Serving (High and low), Shots (Overhead clear, Smash, Drop, Drive, Underarm Clear and Net) Heart – Balance, Reaction time, Coordination and Agility <u>GYMNASTICS</u> Hands – Travelling, Elevations, Assisted jumps, Rolling and Balances (Individual, Part/Full weight, Trio and Group 6) Head – Sequence development (Control, Body tension, Creativity and Fluency), Direction, Shape and Tempo Heart – Balance, Flexibility, Coordination and Strength <u>HOCKEY</u> Hands – Grip and ready position, Dribbling (Indian), Passing (Slap and Push), Receiving the ball and block tackling. Head – Beating an opponent, Tackling, Attacking and Defensive tactics. Heart – Stamina, Reaction time, Speed, Agility, Coordination and Power <u>TRAMPOLINING</u> Hands – Shapes (Straight, Tuck, Straddle, Pike), Twists (Half/Full), Landings (Seat, Swivel Hips, Front, Back) and Advanced skills (e.g. Turntable, Cradle etc.) Head – Landing Areas, Gaining height, Connection of skills and Difficulty tariffs Heart – Balance. Flexibility, Coordination and Stamina
Revision technique	Use KNOWLEDGE ORGANISERS for definition and explanations. Remember what they have covered in practical lessons to recall HOW and WHY to perform skills.

RE	
How will pupils be assessed?	One 40-minute test in class
Topic list	<u>Creation and Covenant and RSE – Year 9 exercise book</u> • Keywords • Purpose of Catholic marriage • Issues that arise from the use of social media • Arguments for and against sex before marriage <u>Judaism – From Year 8 use KO</u> • Key words • Features of a synagogue • Importance of Pesach • Prophets: Abraham and Moses and their contribution to covenants with God
Revision technique	Knowledge organisers will be provided by class teachers. Further information will also be shared in class time.

Science	
How will pupils be assessed?	One 60-minute assessment
Topic list	<u>Biology</u> - What is the difference between a prokaryotic cell and a eukaryotic cell? - Why are cells specialised? - How do you use a light microscope? - What can we learn from microscopes? - What happens when cells divide? - What are stem cells? - What happens in diffusion? <u>Chemistry</u> - What are atoms and elements? - How do you draw atoms? - What does the periodic table tell us? - What are compounds and how they formed? - What are isotopes and how do are you find their mass? - What are ions and how are they formed? - What is ionic bonding?
Revision technique	Pupils should use the retrieval quizzes and questions and answers in their handbooks to test themselves to help them learn the content. The following websites also have useful revision resources and videos <u>MME Science Revision:</u> https://mmerevise.co.uk/gcse-biology-revision/cell-structure https://mmerevise.co.uk/gcse-chemistry-revision/atoms/ <u>Free Science Lessons Videos:</u> https://www.freesciencelessons.co.uk/gcse-biology-paper-1/cell-biology/ https://www.freesciencelessons.co.uk/gcse-chemistry-paper-1/atomic-structure-and-the-periodic-table/ <u>Bitesize Revision:</u> https://www.bbc.co.uk/bitesize/topics/z2mttv4 https://www.bbc.co.uk/bitesize/topics/zcckk2p

Spanish	
How will pupils be assessed?	• Reading Paper – Write all answers in English. Read short passages of Spanish and: ➤ complete a gap-fill exercise. ➤ select the correct answer from a list of options. ➤ complete a reading comprehension. • Listening Paper – Write most answers in English. Listen to short passages of Spanish and: ➤ complete a gap-fill exercise. ➤ select the correct answer from a list of options. ➤ listen to Spanish sentences and complete the missing words you hear in Spanish. • Writing Paper – Write all answers in French. ➤ Unjumble sentences putting words into the correct order, ➤ Fill in the missing words from a sentence. ➤ Write a few short sentences about your school and the subjects you study.
Topic list	A description of school (SB1) • Name of school, location, adjectives and facilities Opinions of subjects (SB2) • Expressing positive and negative opinions about subjects and giving reasons and extra details. You will also be expected to recall some familiar language from other topic areas (that you will have covered in Year 7 and Year 8).
Revision techniques	Use your sentence builders (1 & 2) to practise the vocabulary. You could: ✓ make flashcards. ✓ write practice sentences. ✓ create a mind map of the key words and phrases. ✓ ask someone else to test you on the vocabulary.

Technology	
How will pupils be assessed?	50 minute exam. A range of multiple-choice questions based on your knowledge of all areas of technology. Extended response questions about healthy lifestyles and the design cycle. Using design inspiration/mood board to create design ideas – 2D and 3D. Written Evaluation skills. The questions will test your knowledge and understanding from the following areas: ✓ Food preparation and nutrition – healthy lifestyles ✓ Textiles – materials and techniques ✓ Graphics – drawing and presentation skills ✓ Engineering materials – materials and techniques
Topic list	• Food Hygiene – The 4 Cs • The 4 Cs of food hygiene are: • Cooking – cook food thoroughly to kill bacteria. • Chilling – store food at correct low temperatures to prevent bacteria growth. • Cleaning – wash hands, equipment, and surfaces. • Cross-contamination – prevent raw foods touching cooked/ready-to-eat foods. 2. Textiles Knowledge – Appliqué • Appliqué = sewing layers of fabric on top of another piece to add decoration. 3. Food Labels (Legal Requirements) • By law, food packaging must include: • Nutritional information (energy, fat, sugar, etc.) • Weight of product • Place of origin (where it's from) • 4. Templates in DT • Template = a guide or stencil used to draw around, so the same shape can be repeated accurately. • Not a measurement, not just a block of wood, and not a CAD shape (though CAD can be used to design one). • 5. Measurement & Conversion • Convert cm → mm by multiplying by 10. 6. Healthy Eating Guidelines • Know at least 3 of the government's Eatwell Guide rules: • Eat 5 portions of fruit and vegetables a day. • Drink 6–8 glasses of water a day. • Base meals on starchy foods (bread, rice, pasta, potatoes). • Eat some protein (meat, fish, eggs, beans). • Have dairy or alternatives (milk, yoghurt, cheese). • Eat less fat, sugar, and salt. 7. Vegetarian vs Vegan • Vegetarian: does not eat meat, poultry, or fish, but may eat dairy and eggs. • Vegan: eats no animal products at all (no meat, fish, dairy, eggs, or honey). 8. Importance of Breakfast • Provides energy after fasting overnight.

	• Helps concentration and focus at school/work. • Boosts metabolism and sets up healthy eating for the day. • Prevents overeating later in the day. 9. Designing Terms • Know key design terms and their purposes (choose 2 in the test): • Ergonomics – designing products to be comfortable and easy to use. • Aesthetics – how a product looks/appeals to the user. • Function – how well the product works for its intended use. • Target market – the specific group of people the product is designed for. • Sustainability – designing in a way that reduces waste, uses eco-friendly materials, and protects the environment. • 10. drawing skills • One-Point Perspective • Uses a single vanishing point on the horizon line. • All depth/diagonal lines go back to this one point. • Often used for drawings like roads, railways, or room interiors (looking straight on). • 2. Two-Point Perspective • Uses two vanishing points on the horizon line. • Lines recede to either point, giving a more realistic 3D look. • Often used for buildings, boxes, and product design (looking at a corner). • 3. Isometric Drawing • A 3D drawing method with no vanishing points. • Drawn on 30° angles from the horizontal. • Dimensions are kept in proportion (no distortion). • Commonly used in engineering and DT to show products clearly.
Revision technique	You can use your booklets/class notes to revise from previous years. Create revision notes and learn key vocabulary. Useful websites: Design Process Index Page (technologystudent.com) Development (technologystudent.com) The Eatwell Guide - NHS (www.nhs.uk) The vegetarian diet - NHS (www.nhs.uk)