“Knowledge through the light of faith”

Year 9
Revision Booklet
Summer Assessment 2017
“Aspire to Inspire”

Name: _____________________________
Tutor: ___________________
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### Year 9 WEEK 2: 26th June 2017 – 30th June 2017

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<tr>
<th>Monday</th>
<th>Tuesday</th>
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<th>Thursday</th>
<th>Friday</th>
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<td><strong>Period 1</strong></td>
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<tr>
<td>History 9B2 RDS 9B1 JCG 1 hr 45 mins</td>
<td>PE – GCSE Yr 9 AME 1 hr 45 mins</td>
<td>Computer Science 9B/Cr1 LFR 1 hr 30 mins</td>
<td>MFL 9C/Sp OCO 2 hrs 9B/Fr MCN 2hrs</td>
<td>Drama 9B FRR 1 Hr</td>
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<tr>
<td>Math 9b1 - JJN 9b2 - ASH 9b3 – AME/ABI 9b4 – HCT 1 hr</td>
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| **Period 2** | | | | |
| History 9B2 RDS 9B1 JCG Continued | PE – GCSE Yr 9 AME Continued | Computer Science 9B/Cr1 LFR Continued | MFL 9C/Sp OCO continued 9B/Fr MCN continued |
| | | | |
| | | RE 9A/RE1 ANO 9A/RE2 LOE 9A/RE3 SMN 9A/RE4 CKE 40 mins | | Geography 9C CMN Continued |

| **Period 3** | | | | |

| **Period 4** | | | | |
| Math 9a1 – ABI 9a2 - SON 9a3 - HCT 9a4 – JJN 1 hr |

| **Period 5** | | | | |
Year 9 ENGLISH Revision Materials

Your Year 9 English Examination will be split into two sections:

A) An Inspector Calls – 30 minutes. Analysis of an extract, with links to the rest of the text.
B) Transactional Writing – 30 minutes. One non-fiction writing task: 5 minutes planning; 25 minutes writing.

Use the following revision materials to revise each section.

Section A: An Inspector Calls by J. B Priestley

Plot Summary:
In the play, the unsuspecting Birling family are visited by the mysterious Inspector Goole. He arrives just as they are celebrating the engagement of Sheila Birling to Gerald Croft. The Inspector reveals that a girl called Eva Smith, has taken her own life by drinking disinfectant. The family are horrified but initially confused as to why the Inspector has called to see them. What follows is a tense and uncomfortable investigation by an all-knowing Inspector through which the family discover that they are all in fact caught up in this poor girl’s death.

(BBC Bitesize)

Subject Terminology

<table>
<thead>
<tr>
<th>Terminology</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play:</td>
<td>the type of text</td>
</tr>
<tr>
<td>Dramatic irony:</td>
<td>when the audience know something the characters do not</td>
</tr>
<tr>
<td>Act:</td>
<td>the sections of the play</td>
</tr>
<tr>
<td>Allegory:</td>
<td>a wider message in the text</td>
</tr>
<tr>
<td>Symbolism:</td>
<td>when something represents something else</td>
</tr>
<tr>
<td>Metaphor:</td>
<td>when something is not meant literally</td>
</tr>
<tr>
<td>Repetition:</td>
<td>repeating a word or phrase for effect</td>
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<tr>
<td>Exclamatory sentence:</td>
<td>a sentence showing excitement (!)</td>
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<tr>
<td>Simile:</td>
<td>comparing something using the word ‘like’ or ‘as’.</td>
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</tbody>
</table>

Characters:

Mr Birling: Owner of Birling & Co. and head of the Birling Family. He refused Eva Smith a payrise and got her sacked. He accepts no responsibility.

Mrs Birling: Leader of Brumley Women’s Charity and is Mr Birling’s ‘social superior’. She refused Eva Smith help when she was pregnant because Eva used the name ‘Mrs Birling’. She also accepts no responsibility.

Sheila Birling: The fiancé of Gerald Croft and seems particularly spoilt at the start of the play. Sheila got Eva Smith sacked from her job at Millward’s (expensive clothing shop) because she was jealous of her. Sheila feels guilty and accepts responsibility at the end.

Eric Birling: Sheila’s brother and the son of Mr and Mrs Birling, with a drinking problem. Eric met Eva at the Palace Bar and ‘forced’ her into sleeping with him. He got her pregnant and offered her stolen money. He also feels guilty at the end of the play.

Gerald Croft: An aristocrat; the son of Lord and Lady Croft and the fiancé of Sheila Birling. Gerald had an affair with Eva, known to him as Daisy Renton. Gerald shows some signs of capitalist thinking and shows some socialist views, such as feeling sorry for Daisy. Gerald does not feel guilty at the end of the play.

Inspector Goole: Priestley’s mouthpiece and aims to make the characters accept responsibility for their actions.

Key quotations!

Try and learn the quotations in the box. Ways you might do this are: flashcards, mind-maps, repetition of writing them out and analysing.

- “There are millions and millions of Eva Smiths’ Goole.
- “about fifty and a rather cold woman” (about Mrs B)
- “One line of enquiry at a time” Goole.
- “these girls aren’t cheap labour - they’re people” (Sheila Birling about working class)
- “not quite at ease, half shy, half assertive” (about Eric)
- “a pretty girl in her early twenties” (about Sheila)
- “we’re respectable citizens, not criminals” (Gerald Croft)
- “well bred young-man-about-town” (about Gerald)
- “I was in the state where a chap turns nasty” (Eric Birling)
- “Hard-headed practical man of business” (about Mr Birling)
- “everything’s alright now Sheila, now what about this ring?” (Gerald Croft)
- “Go and look for the father of the child. It’s his responsibility” (Mrs Birling)
- “Lower costs, higher prices” (Mr Birling)
- “unsinkable, absolutely unsinkable” (Mr Birling about Titanic)
- “The girl’s dead and we all helped kill her” (Sheila)
- “girls of that class” (Mrs Birling)
### Section B: Transactional Writing (writing for different purposes and audiences)

<table>
<thead>
<tr>
<th>Different purposes:</th>
<th>Different audiences:</th>
<th>Different forms (text types):</th>
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<tr>
<td>□ Inform</td>
<td>□ Parents</td>
<td>□ Speech</td>
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<tr>
<td>□ Persuade</td>
<td>□ Teenagers</td>
<td>□ Letter</td>
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<tr>
<td>□ Advise</td>
<td>□ School children</td>
<td>□ Review</td>
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<td>□ Argue</td>
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<tr>
<td>□ Complain</td>
<td>□ OAPs</td>
<td>□ Article (magazine/newspaper)</td>
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<tr>
<td>□ Review</td>
<td>□ Positions of authority</td>
<td>□ Blog</td>
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<td>(headteacher etc.)</td>
<td>□ Diary/journal</td>
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<td>□ Guide</td>
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**Consider:** what does each purpose mean? what features would you include for each purpose? How do the purpose differ?

**Consider:** what types of things would you talk about when targeting the above audiences? How would they differ from each other? How would you language change?

### AFOREST DEVICES

_Learn these! You should use them in your writing._

- **Alliteration** – repeating the same starting letter of a word.
- **Anecdote** – a short, personal story.
- **Facts** – something true.
- **First person** – I, me, my.
- **Flattery** – complimenting persuasively.
- **Opinion** – something you think/feel.
- **Rhetorical question** – a question that does not require an answer.
- **Repetition** – repeating a word, idea of phrase.
- **Emotive language** – evoking emotion from the reader.
- **Exaggeration** – exaggerating for deliberate effect.
- **Statistics** – percentages/numerical data.
- **Second person** – you, your.
- **Superlatives** – the most a word can be.
- **Triples** – three of a word.

### How to plan?

Learn the structure below to help you plan in your 5 minutes planning time.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Audience</th>
<th>Form</th>
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3 main ideas (these should be the bullet points!)

### Example titles

Practise responses to these titles OR come up with your own!

- ‘Young people should be taught how to drive from 16, as part of compulsory education’. Write a speech in response to this statement, arguing for OR against.

- Imagine you are a parent, becoming increasingly concerned about the amount of building work going on in your local area. Write a letter to the local council, complaining about the building work and detailing the impact it is having on local residents.

- ‘Pets are a necessity in the upbringing of a family’. Write an article for your local magazine, arguing for OR against this statement.
**How will I be assessed:** 1 x 50 min test

**What will the questions look like:** the questions will be similar to those in the Pitstops

**What will be tested:** Any topics which have been covered this year could be on the assessment. These are shown below

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<td>Fractions and Decimals Factors Multiples and Primes Percentages Indeis Standard Form Estimation</td>
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<td>Clip 93</td>
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<td><strong>Algebra</strong></td>
<td>Expanding and factorising \nSolving equations \nGraphs (Quadratic) \nSequences \nSimultaneous Equations</td>
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<td>Clip 47, 147</td>
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<td>Clip 14, 39, 125</td>
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<td>Averages \nProbability</td>
<td>Clip 62,130</td>
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<td>Averages \nProbability</td>
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<td>Clip 14, 39, 125</td>
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**How can I revise?** Revision material for each group will be available through Show My Homework which will give supportive questions on each of the topic areas listed above. Take notes on these topics.

In addition, students will be working on a programme of revision in lessons over the coming weeks in order to fully prepare students for the examination.

In addition to the practice questions, you can get guidance on solving problems on a variety of topic areas through the following website

https://www.vle.mathswatch.co.uk/

MathsWatchVLE is a video and worksheet resource which helps students review topics using a video and then they can then work through a worksheet to practice that topic. It is organised into tiers (Higher & Foundation) and the different strands of mathematics so that students can easily navigate to the topics which they need. Login details are ...

**Username:** P number @ carnew e.g. p5678@carnew

**Password:** capital M then date of birth as Mddmmyyyy e.g. 19 January 2002 would be M19012002
YEAR 9 Science assessment:

There will be 3 assessments each 30 mins long for Biology, Chemistry and Physics.

Topics cover by the assessment:

Biology B1:
- Cell biology
- Organisation
- Infection and response

Chemistry C1:
- Atomic structure and the periodic table
- Bonding, structure and properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes

Physics P1:
- Energy
- Electricity
- Particle model of matter

Revision materials provided:

All year 9 students will be provided with a revision PowerPoint that has been tailored to support this assessment. Students will receive this in their science lessons and it will be shared on Show my homework. We would expect all students to bring this revision PowerPoint to all lessons after receiving it and using it at home to revise for these exams.

Tassomai

Students all have a login to Tassomai that will test students on all the key facts and content. This is an excellent resource to support your revision and proven to get top results when used regularly.

Online resources:

BBC bitesize KS4:
Biology:  
www.bbc.co.uk/education/subjects/z9ddm 3
Chemistry:  
www.bbc.co.uk/education/subjects/zs6hvcw
Physics:  
www.bbc.co.uk/education/subjects/zpm6fg8

Students should login to their account.
Click on the highlighted link, as shown in the diagram.
Once opened click view all topics
A list of topic will be displayed and students should then click the topic they wish to review. Students should chose the correct topics as listed above. For the science exams only concentrate on B1, C1 and P1.

Good luck with your revision and assessments!
Your end of year exam will be a full GCSE question on the ‘Beliefs’ section of the Eduqas Judaism component 3 paper.

In lesson time you will be given a more detailed revision booklet.

Outlined below are keywords and topics to revise and also writing frames for your questions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Synagogue</td>
<td>Jewish holy place of worship and education</td>
</tr>
<tr>
<td>2) Shekinah</td>
<td>God’s presence in the world.</td>
</tr>
<tr>
<td>3) Shabbat</td>
<td>Jewish Holy day and day of rest, the Jewish Sabbath.</td>
</tr>
<tr>
<td>4) Kosher</td>
<td>In Hebrew language the word Kosher means ‘clean’ or ‘pure’, what Jews are allowed to eat.</td>
</tr>
<tr>
<td>5) Mitzvot</td>
<td>613 Laws that Jews follow which can be found in the Torah</td>
</tr>
<tr>
<td>6) Torah</td>
<td>Contains the first 5 Holy books of Jewish scripture</td>
</tr>
<tr>
<td>7) Covenant</td>
<td>Promise made between God and man</td>
</tr>
<tr>
<td>8) Messiah</td>
<td>Will come from the line of David, bring peace to the Jews and take them to the land of Israel.</td>
</tr>
</tbody>
</table>
What topics will be assessed in my exam?

Section A – Global Geographical Issues
   a) Climate change
   b) Tropical Cyclones
   c) Tectonic Activity

Section B – UK Geographical issues
   a) Geology & the UK Landscape
   b) Rivers (Miss McLaughlin & Mr Griffin’s classes) or Coasts (Mrs Hearn’s class)

Section C – People & Biosphere and Forests Under Threat

How long will my exam last?
45 minutes

What equipment will I need for my exam?
Normal school equipment (pen, pencil, ruler, rubber, sharpener) & a calculator

How will we prepare for the exams in lessons?
Lessons will be spent reviewing each of the different topics. This will then allow you to focus upon the areas you have found more difficult at home as part of your homework tasks.

What type of questions can I expect?
Questions will vary from short mark questions where you may be required to define key words or label diagrams to extended writing opportunities asking you to assess or evaluate (give the positives and negatives) of a particular topic. See the next page for definitions & sentence starters for all command words.

Where can I find revision material?
Your exercise books are your main source of revision material but extra material will be available for all students on Show My Homework. Students are also encouraged to use websites such as BBC Bitesize, http://geography.learnonthenet.co.uk/ks3/index.html and http://www.coolgeography.co.uk/
CGP Revision Guides are available to purchase from school. Please ask your teacher for a letter. Revision guides are £3.50

How can I contact my teacher?
All teachers are available before school, at break and lunchtimes and after school. Alternatively, you can email your teacher:
   Miss McLaughlin: Christina.mclaughlin@cardinalnewman.coventry.sch.uk
   Mr Griffin: Liam.griffin@cardinalnewman.coventry.sch.uk
   Mrs Hearn: Elizabeth.hearn@cardinalnewman.coventry.sch.uk

<table>
<thead>
<tr>
<th>Command Word</th>
<th>Marks</th>
<th>Meaning</th>
<th>Example Question</th>
<th>Sentence Starters/ Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify/ Name/ State</td>
<td>1</td>
<td>Find/give a simple statement</td>
<td>Identify the landform in the photo</td>
<td>I can see.... An example is...</td>
</tr>
<tr>
<td>Define</td>
<td>1</td>
<td>Give the meaning</td>
<td>Define the term fertility rate</td>
<td>This means... The term ? means....</td>
</tr>
<tr>
<td>Calculate</td>
<td>1 or 2</td>
<td>Work out</td>
<td>Calculate the mean age of a group of people</td>
<td>Show your working out</td>
</tr>
<tr>
<td>Label</td>
<td>1 or 2</td>
<td>Print the name of/ Write on a map or diagram</td>
<td>Label 2 features of the river in Figure 2</td>
<td>Use correct Geographical terminology</td>
</tr>
<tr>
<td>Draw</td>
<td>2 or 3</td>
<td>Sketch/ Draw a line</td>
<td>Draw a line to complete the graph in Figure 3</td>
<td>Always draw in pencil</td>
</tr>
<tr>
<td>Compare</td>
<td>3</td>
<td>Find the similarities and differences</td>
<td>Compare the rate of population growth in 2 cities</td>
<td>This figure shows... As you can see... One similarity/ one difference that is evident</td>
</tr>
<tr>
<td>Describe</td>
<td>2 or 3</td>
<td>What is it like/ Trends on graphs</td>
<td>Describe the trends shown in Figure 1. Describe the increase in population</td>
<td>Use PQE: Pattern Quantity Exceptions Use GCSE General Comment Specific Example or Exceptions</td>
</tr>
</tbody>
</table>
| Explain | 2, 3 or 4 | Give reasons why it happens | Explain the formation of a meander | PEE paragraphs
|---------|-----------|-----------------------------|----------------------------------|
| Suggest | 2,3 or 4  | Give a well-reasoned guess to explain | Suggest reasons why flooding has become more frequent along this river | One possible reason... It may be that... In some cases we might...
| Assess  | 8         | Weigh up which is most/least important | Assess the need for coastal management along a stretch of coastline you studied | On one hand... Some may suggest that... The most important reason could be... Evidence suggests...
| Evaluate| 8         | Give a judgement: which is most/least effective | Evaluate the methods used in collecting data in your fieldwork | Although... In certain situations... Contributed to... Overall...
| Select & Justify | 12 | Select and then give evidence to support | Select and justify the best option for the future of | The reason for this... Significant impacts... However... To conclude Some may suggest

**Topic Checklists/ Key Words**

**Global Geographical Issues**

**Keywords**
- Tropical Cyclone
- Hurricane
- Tectonic Activity
- Convection Currents
- Earthquake
- Volcano
- Tsunami

**Things I Should Know:**
- Characteristics of tropical cyclones
- Hazards created by tropical storms and how they impact people and the environment
- Why some countries are more vulnerable to the impacts of tropical cyclones than others
- How countries can prepare for and respond to tropical cyclones
- The effectiveness of the different methods of preparation and response in developed and developing countries
- Layers of the earth
- Convection currents
- Plate boundaries
- Volcanoes – different shapes/sizes
- Impacts of earthquakes/volcanic eruptions

**UK Geographical Issues**

**Keywords**
- Geology
- Sedimentary
- Metamorphic
- Igneous

**Things I Should Know:**
- Characteristics of different rock types
- How geology and past tectonic and glacial processes changes the landscape
- How humans affect the UK landscape

**People & Biosphere**

**Keywords**
- Biome
- Ecosystem
- Climate
- Goods
- Services
- Biotic
- Abiotic
- Water Cycle
- Nutrient Cycle
- Taiga
- Rainforest
- Sustainability

**Things I Should Know:**
- Structure of rainforest/taiga
- Adaptations of rainforest/taiga
- Direct and Indirect threats to the rainforest/taiga
- Why the nutrient cycle is different in the rainforest and taiga
- Global responses to the management of the rainforest/taiga
- How the rainforest/taiga are exploited
- Conflicting views on the use of the rainforest/taiga
Britain, Health & People

You will need to know about the following content information for this exam.

- The creation of the NHS—what triggered the development of the NHS? What role does the NHS have? How does it help the different members of society?

- The development of Penicillin - How was Penicillin discovered? Why was it so important? How did it help the people & Britain's health?

- The development of Surgery - what was surgery like in medieval England? What was it like during the renaissance? What was surgery like during the wars? What is Surgery like now?

- Different factors on why disease and the understanding of diseases was discovered. Was it due to War? Was it due to science? Was it due to technology? Was it due to individual genius?

Elizabethan England

You will need to know about the following content information for this exam.

- Drake and exploration in Elizabethan England- why did voyages happen? What were the benefits of it?

- Rebellions - Earl of Essex, What was it? What were the dangers? Why did it occur? Why was it important?

- Challenges to the throne - Puritans - what challenges were there? Why did they occur? How did Elizabeth deal with them?

- Hardwick Hall - How did the rich demonstrate wealth? Why were homes important in showing wealth?

What you need to revise in preparation for your exam in History. Ensure that you research around each topic, remember that you will need to know facts and examples to prove your points!

How to analyse a Historical source

⇒ What does the source show you?
⇒ What information can you get/infer from this source?
⇒ How does this link to the development of Medicine/NHS?
⇒ What doesn’t the source tell you about the NHS?
# Year 9/10 History Revision

| What topics will be assessed in my exam? | Elizabethan England  
<table>
<thead>
<tr>
<th></th>
<th>Britain Health and people</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long will my exam last?</td>
<td>1 hour 45 minutes</td>
</tr>
<tr>
<td>What equipment will I need for my exam?</td>
<td>Pupils will need a pen &amp; water</td>
</tr>
<tr>
<td>How will we prepare for the exams in lessons?</td>
<td>Lessons will be spent reviewing each of the different topics. This will then allow you to focus upon the areas you have found more difficult at home as part of your homework tasks.</td>
</tr>
</tbody>
</table>
| What type of questions can I expect? | 8 mark question: Explain the significance  
|  | How useful is the source  
|  | Comparison Q  
|  | Explain the interpretation  
|  | Write an account  
|  | Explain the importance  
|  | 16 mark question: How far does the agree with the interpretation  
|  | Explain whether you agree or disagree with the statement. |
| Where can I find revision material? | Revision material will be available for all students on Show My Homework. Students are also encouraged to use websites such as BBC Bitesize,  
|  | http://www.bbc.co.uk/education/subjects/zj26n39  
|  | http://www.historyonthenet.com/  
|  | http://besthistorysites.net/ |
| How can I contact my teacher? | All teachers are available before school, at break and lunchtimes and after school. Alternatively, you can email your teacher:  
|  | Mr Davies: rhys.davies@cardinalnewman.coventry.sch.uk  
|  | Mrs Good: jackie.good@cardinalnewman.coventry.sch.uk |
Year 9 French Exam – Revision information. Module 3

For your French exam you need to revise:

- All the grammar points seen this year that you have in your books.
- All the vocabulary from Module 3: food, clothes, daily life, food for special occasions, polite language, family celebrations, festivals and traditions. You have a copy of all the vocabulary in your book.
- Go through all your lessons in your book and look at the key vocabulary and rules, and how to put them together to produce sentences.

Your exam will include: a listening paper, a reading paper and a writing paper.

To help you prepare for these exams complete the following tasks:

1. **Refresh your memory!** In pairs. Look at the food vocabulary on pages 72–73 for 5 minutes only. Then give the French for:
   - 10 fruits or vegetables
   - 8 things that you can eat or drink at breakfast
   - 6 things that are eaten at Christmas or Easter
   - 5 things that you ate or drank yesterday.

2. **Refresh your memory!** Listen. Copy and complete the grid in English. (1–4)

<table>
<thead>
<tr>
<th>which special occasion?</th>
<th>present, past or future?</th>
<th>details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Refresh your memory!** Copy and complete the grid with the correct verb forms. Then translate the missing verbs into English.

<table>
<thead>
<tr>
<th>infinitive</th>
<th>present tense</th>
<th>perfect tense</th>
<th>simple future tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>fêter (to celebrate)</td>
<td>1</td>
<td>j'ai fêté</td>
<td>je fêterai</td>
</tr>
<tr>
<td>recevoir (to receive)</td>
<td>je reçois</td>
<td>2</td>
<td>je recevrai</td>
</tr>
<tr>
<td>ouvrir (to open)</td>
<td>j'ouvre</td>
<td>3</td>
<td>j'ouvrirai</td>
</tr>
<tr>
<td>sortir (to go out)</td>
<td>4</td>
<td>je suis sorti(e)</td>
<td>je sortirai</td>
</tr>
<tr>
<td>manger (to eat)</td>
<td>on mange</td>
<td>on a mangé</td>
<td>5</td>
</tr>
<tr>
<td>boire (to drink)</td>
<td>on boit</td>
<td>6</td>
<td>on boira</td>
</tr>
<tr>
<td>aller (to go)</td>
<td>7</td>
<td>on est allé(e)s</td>
<td>8</td>
</tr>
<tr>
<td>faire (to do/make)</td>
<td>on fait</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

4. **Listen to Nathan being interviewed about Christmas in his town. Write the letter of the correct answer to each question.**

   1. The starting date of the Christmas markets is ...
      - A 20 November.
      - B 10 December.
      - C 20 December.

   2. He says the ideal gift to buy is ...
      - A candles.
      - B decorations.
      - C toys.

   3. What he likes best is ...
      - A the bread.
      - B the pastries.
      - C the sweets.
Ma grand-mère, Valentine, est née en février, trois jours après la Saint-Valentin. D’habitude, elle aiment fêter son anniversaire en invitant toute la famille à manger, de préférence dans un restaurant italien car elle adore les pâtes.

Pourtant, il y a deux ans, elle a fêté ses soixante ans et elle a décidé de partir en vacances à la neige dans les Alpes. Elle a invité mes parents et moi, plus sa meilleure amie, son mari et leurs enfants.

J’ai skié pour la première fois et j’ai trouvé ça génial! Mamie faisait du ski quand elle était plus jeune, mais cette fois elle voulait essayer le snowboard et elle a adoré! L’année prochaine, elle va partir aux Antilles pour faire du surf! C’est vraiment une personne extraordinaire et pleine de vie. Je l’admire beaucoup! Mathis

---

Read the text again and answer the questions in English.
1. What is the precise date of Mathis’s grandmother’s birthday?
2. How does she usually celebrate her birthday? Give two details.
3. What did she decide to do two years ago and why?
4. Apart from Mathis and his family, who else did she invite?
5. Who has had more experience of skiing: Mathis, or his grandmother?
6. How does Mathis feel about his grandmother? Give two details.

---

Translate this paragraph into French.

My uncle was born in April. Usually, he celebrates his birthday with his wife and their children. Sometimes they go to the theatre or to the cinema. However, three years ago, he celebrated his fiftieth birthday and he invited the whole family to a party at his home. When he was younger, he used to be a DJ, so at the party he played his favourite music and everybody danced. Next year, he is going to go to Italy to visit the monuments.

‘DJ’ is the same in French. You don’t need an indefinite article. 'played' is a single event in the past. Perfect or imperfect? With feminine countries like Italy, use en for ‘to’.
YEAR 9 SPANISH EXAM - Revision Information. Module 4: intereses e influencias

For your Spanish exam you need to revise:

- All the grammar points seen this year that you have in your books, including the following tenses: present, preterite, imperfect and future.

- All the vocabulary from Module 4: free time activities including sports, pocket money, types of TV programmes and films, opinions including adjectives, what you usually do and why, what’s trending and who inspires you.

- Go through all your lessons in your book and look at the key vocabulary and rules, and how to put them together to produce sentences.

Your exam will include: a listening paper, a reading paper and a writing paper.

To help you prepare for these exams complete the following tasks:

1. Traducciones (translations)

Translation into English
You are looking at a Spanish news website and see this introduction to an article. Translate it into English.

Ver la tele es el pasatiempo favorito de mucha gente. A pesar de la reciente popularidad de los realitys, los españoles todavía prefieren los programas deportivos. Sin embargo, una excepción notable tiene que ser La Voz. Este concurso musical ha tenido un éxito enorme en todo el mundo. Además, ha ganado muchos premios en otros países.

Read the English text and Lauren’s translation of it. Write down the missing word(s) for each gap.

I’m a music fanatic and I used to play the drums. I tend to listen to the radio while I do my homework, since it helps me to relax. Last week I went to a concert with my cousin. We sang lots of our favourite songs. The atmosphere was incredible and I’m going to buy the DVD.

1 __________ un fanático de la música y 2 __________ la batería. 3 __________ escuchar la radio mientras 4 __________ mis deberes, dado que me 5 __________ a relajarme. La semana pasada 6 __________ a un concierto con mi primo. 7 __________ muchas de nuestras canciones favoritas. El ambiente 8 __________ increíble y 9 __________ el DVD.

Translate the following passage into Spanish.

I used to be a telly addict, but I no longer watch television because I don’t have time. I spend my pocket money on computer games because they’re fun. Yesterday I played with my brother, but I lost. He is addicted to the computer and tends to use it every day. Tomorrow we are going to buy a new game.

Examiners test your ability to use different types of verbs in different tenses and to talk about different people (for example, I, he/she,...). Think about which person and tense you need and take extra care with irregular verbs and those with a spelling change.
2. **Leer (complete the reading task that is in the next page)**

**Planes para mañana**

Recibes estos mensajes de tus amigos españoles.

- ¿Has oído la nueva canción de Amaia Montero? Mañana da un concierto en mi ciudad y me gustaría ir. Las entradas son muy caras, aunque lo bueno es que hay descuentos para estudiantes.
  - **Merche**

- Tengo ganas de ir al nuevo cine que acaban de abrir. Mi padre dice que hay mucho espacio entre los asientos, pero por desgracia, siempre hay colas muy largas en la taquilla.
  - **Jorge**

Contesta a las preguntas en español.

1. ¿Adónde quiere ir Merche?
2. ¿Cuál es la ventaja de esta idea?
3. ¿Adónde quiere ir Jorge?
4. ¿Cuál es la desventaja de esta idea?

3. **Escuchar (Complete the following listening tasks)**

**Tiempo libre**

Estás con tus amigos, Bea y Nacho, que hablan del tiempo libre. ¿De qué actividades hablan y cuándo las realizan?

Completa la tabla en español.

<table>
<thead>
<tr>
<th></th>
<th>En el pasado</th>
<th>Ahora</th>
<th>En el futuro</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>hacer equitación</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ir a clases de baile</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Who I admire**

You are listening online to a tribute programme about the writer and director Sam Simon.

Write the correct letter.

1. The presenter says that Sam Simon died...
   A. following a fight.
   B. whilst appearing on TV.
   C. from an illness.

2. He says that, in the United States, The Simpsons is...
   A. the longest-running animated series.
   B. the oldest TV programme.
   C. the most popular comedy show.

Write the two correct letters.

3. What two things does the presenter admire most about him?
   A. He was an award-winning writer and director.
   B. He was an incredibly talented and creative person.
   C. He was very generous with his money.
   D. He supported a charity for homeless dogs.
   E. He set up a foundation to help deaf people.

**Remember that if an example is given, it's there for a reason! In this question, what do the examples show you about how you must start your answers?**

**Remember that there will be lots of distractors in this type of task! Read the options carefully, and try to eliminate them as you are listening. Don't worry if there are words in the questions which you don't know in Spanish (e.g. homeless, deaf) – use the context, and a process of elimination, to help you.**
**Year 9 Revision - Graphic Products**

During you exam, you will be asked to complete a range of questions from the one of the key tasks in your Technical Award.

The exam can be based on anything from the course specification, but for this exam you will need to focus on the following areas: -

- **Orthographic drawings** – What are the symbols used to represent the different types of orthographic drawings? How do you draw in orthographic? What information do you need to include?

- **One Point Perspective** – What is one-point perspective? How do you draw in one point perspective? What are the stages of drawing in one point perspective?

- **Isometric drawing** – What is isometric drawing? How do you draw in isometric? How does the use of grids help you to draw in isometric? How to you convert an orthographic drawing into isometric?

- **Thick and thin line technique** – How does the technique work? How do you decide which lines should be thick and thin? (Remember the spider solution!)

- **Rendering** – What is rendering? How can you add rendering to represent different materials? How can you use a light source to help you add light and shade?

- **Typography** – Stem, curve, continuous curve and serifs. What are the different letter parts? How are they used to make up different letters?

Remember, you have worked on all of these drawing styles in lessons, and have completed a revision booklet to help you. Use the tasks completed in the lessons to help you practise each drawing style.

Further help and advice is available on SMHK and the website www.technologystudent.com - click on GRAPHICS.
STEP ONE: Don't Just Summarise!
A very brief opening sentence explaining where you were and what you watched is plenty. Marks will only come from describing how effective the creators/performers/crew were at communicating their intentions, not from spoiling the show for everyone else with an account of what happened. Pick specific moments that you wish to highlight AND write with charisma and enthusiasm (even if you’re explaining how terrible something was).

STEP TWO: How Do The Actors Act?
This is so important, and so many people leave it out. They talk about the characters, not how the actors play the characters. That is so important! I don't want to hear that Mrs Johnstone was stupid for giving away one of her children ... I want to read how amazing Maureen Nolan was in playing the role and how she acted when discovering her boys had found each other when they were playing in the neighbourhood. Give everyone credit. Justify your reasoning for not liking (or really liking) an actor’s performance. Were they successful on what the actors AND director was trying to communicate.

STEP THREE: Don't Forget The Production Crew!
A lot of work went into designing the sets and lighting and everything else you see on stage besides the actors. Comment on it! I want to know what to expect in the production design and such. Sometimes, the set, props, lighting and sound make the whole show! Was there any live music? This is an area that needs a little more attention. Even if it’s just one sentence, please say something about it. Make sure you research the technical vocabulary necessary to write such a thing.

STEP FOUR: What did the audience think?
Who else was in the performance with you? Look for ages and demographic? What were their reactions? Listen to the buzz as you leave the theatre. Do you think people thought they got their monies worth?

STEP FIVE: Be Honest.
Just because your friend loved the show doesn't mean that you have to. If you didn't like it, say so. Justify your reasons. If you loved it, say so. Justify your reasons. It's that easy. Don't mislead people. If it's something that you enjoyed, but has an acquired taste (ie- Performance Art), please let people know.

On the sheet below is space for you to add notes in order to prepare for your live review assessment. During your Y11 written exam, half of your paper will consist of a live review of theatre just like you will be doing for this assessment.
In order to evaluate live theatre you must be able to identify... the meaning of drama and theatre terminology used by theatre makers, how genre is used in live performance to communicate meaning to an audience, how to analyse a live theatre performance, how to evaluate the work of others, drawing considered conclusions, select and use appropriate subject-specific terminology discuss, analyse and evaluate how meaning is created and communicated through live theatre using their knowledge and understanding of drama analyse and evaluate the acting, design and the characteristics of the performance text seen.

Performance: ____________________________________________________________

Key Words
Analyse
Evaluate
Develop
Create
Concept
Stimulus
Outline
Highlight
Communicate
Semiotics
Genre
Style
Conventions
Concept
Character development
Practitioners
Non-Naturalistic
Abstract
Realism
Forum Theatre
Physical Theatre
Verbatim Theatre

Genre:
Style:
Conventions used:

Staging:

Lighting:

Sound:

Costumes:

Special Effects:
Music

Year 9 revision

<table>
<thead>
<tr>
<th>Strings</th>
<th>Woodwind</th>
<th>Brass</th>
<th>Percussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violin</td>
<td>Flute</td>
<td>Trumpet</td>
<td>Timpani</td>
</tr>
<tr>
<td>Viola</td>
<td>Clarinet</td>
<td>Trombone</td>
<td>Snare drum</td>
</tr>
<tr>
<td>Cello</td>
<td>Oboe</td>
<td>Tuba</td>
<td>Cymbals</td>
</tr>
<tr>
<td>Double bass</td>
<td>Bassoon</td>
<td>French horn</td>
<td>Xylophone</td>
</tr>
<tr>
<td></td>
<td>Saxophone</td>
<td></td>
<td>Maracas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>etc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Baroque- 1600-1750</th>
<th>Classical- 1750-1820</th>
<th>Romantic 1820-</th>
<th>20th Century</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harpsichord</td>
<td>+ Piano</td>
<td>+ Piccolo</td>
<td>+ Saxophone</td>
</tr>
<tr>
<td>Strings</td>
<td>Clarinet</td>
<td>Tuba</td>
<td></td>
</tr>
<tr>
<td>Flute</td>
<td></td>
<td>Bass clarinet</td>
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<tr>
<td>Oboe</td>
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<td>Bass trombone</td>
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<tr>
<td>Trumpet</td>
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<tr>
<td>Timpani</td>
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<tr>
<td>Bach</td>
<td>Mozart</td>
<td>Tchaikovsky</td>
<td>Maxwell Davis</td>
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<tr>
<td>Vivaldi</td>
<td>Haydn</td>
<td>Grieg</td>
<td>Schoenberg</td>
</tr>
</tbody>
</table>

Time- duration, pulse, meter (3/4 or 4/4) tempo, rhythm
Pitch, melody, tonality (major/minor)
Texture- monophonic (single melody), polyphonic (lots of layers), homophonic (chords or moves together)
Dynamics- Loud (forte) quite loud (mezzo forte) quite (piano) a bit quiet (mezzo piano)

Blues- Instruments, 12 bar blues structure, history
Pop song- structure, instruments, elements

<table>
<thead>
<tr>
<th>VERSE</th>
<th>CHORUS</th>
<th>VERSE</th>
<th>CHORUS</th>
<th>BRIDGE</th>
<th>CHORUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>B</td>
</tr>
</tbody>
</table>

A 12 Bar Blues

I I I I
IV IV7 I I7
V7 IV7 I V7

blagmusic2011
In year 9 pupils have covered the following topics:
- **Python**
- **Computing Hardware**
- **Data Representation**

### Python

Pupils need to revise:

- Input, Print, If, Elif and Else, While and For loops, functions and libraries (E.G Random).
- Data types:
  - String: for letters, numbers and symbols.
  - Integer: for whole numbers.
  - Real or Float: for decimal numbers
- Variable: is something that changes its value as it goes through a program.
- How Linear and binary searches work.
- How Bubble sorts work.

```python
yourName = input("What is your name?: ")
print("my name is R2D2")
print(yourName + " was my dad's name")
```

```python
for x in range (1, 101, 2):
    print(x)
```

```python
import time
print("What are you doing at the weekend?")
time.sleep(2)
print("I am going to the shops")
time.sleep(2)
print("Then I might go out with my friends")
```
Data Representation

Pupils need to revise:
- Why all data is represented in binary in a computer and convert binary to denary (vice versa).
- How to add in binary.
- How to turn a hexadecimal number into denary and binary (vice versa)
- Units of data.
- Images resolutions, bit rates and metadata.
- Sound quality, samplings rates and bit rates.
- Instructions, opcode, operands, Bit Number, Mnemonics.

Computing Hardware

Pupils need to revise:
- The different computer components such as hardware and software, input, output and storage devices.
- Understand the different types of memory (RAM which is volatile and ROM which is non-volatile) and what they are used for.
- Understand the difference between virtual and cache memory.
- Explain the three stages in the Fetch Execute Cycle and why the computer uses it.
- Explain how multiple cores in a PC and the clock speed can affect the CPU’s performance.
- Logic gates and truth tables.

***Exams will cover all content covered this year and pupils will be given their books to take home prior to exams***
**Business activity**
- What is the purpose of business activity and enterprise? what are the characteristics of an entrepreneur?, what is the concept of risk and reward?
- **Business plans**: What is a business plan? What are the sections that go into a business plan? What are the benefits of producing a business plan?
- **Ownership**: Definitions, advantages and disadvantages of the following forms of ownership:
  - Sole traders
  - Partnerships
  - Private limited companies
  - Public limited companies
- What is the difference between limited and unlimited liability
- **Objectives**:
  - Identify examples of objectives that a business might have
  - Why business objectives might change over time
  - Why different businesses may have different objectives
- **Stakeholders**:
  - Define a stakeholder
  - State the different types of stakeholders in a business
  - Describe the interests and influences each stakeholder would have in a business
- **Business Growth**:
  - What is organic growth? Give examples of how a business can grow organically/internally e.g increasing output, developing new products
  - What are the advantages/disadvantages of organic growth
  - What is external growth
  - Give examples of how a business can grow externally e.g takeovers
  - Define the different types of integration: horizontal, vertical, diversification
**Marketing**

1. **Market research**
   a. The purpose of market research
   b. Primary research: Definition, methods e.g. questionnaires, advantages & disadvantages
   c. Secondary research: Definition, methods e.g. questionnaires, advantages & disadvantages
   d. **Qualitative** research: Definition, methods e.g. questionnaires, advantages & disadvantages & **Quantitative** research: Definition, methods e.g. questionnaires, advantages & disadvantages

2. **Market segmentation**
   a. Definition of market segmentation
   b. List the different ways a business can use segmentation to target customer’s e.g. age

3. **Marketing mix: The 4 P’s**
   a. Product – product life cycle & design, invention, innovation
   b. Pricing methods – skimming, cost plus, penetration, competitor, promotional
   c. Sales Promotion – price reductions, loss leaders, competitions, free samples
   d. Advertising promotion – social media, websites, televisions, radio
   e. Place – distribution of products and services

**Human Resources**

1. Organisational structures:
   a. Define Tall and flat structures. Describe the advantages and disadvantages of each one.
   b. Terminology of organisation charts: span of control, chain of command, delegation, subordinates, authority. (Define each of the above key terms)
   c. Ways of working: full time, part time, flexible working, temporary work, working from home, self employees

2. Communication in business:

3. Recruitment & selection:
   a. Whys business recruit – replace employees who leave business growth, skills gap
   b. Internal method & external methods of recruitment
   c. What is the purpose of a Job description and person specification – what goes in these documents?
   d. Methods of selection – CV, application form, letter of application, interviews, references. What are the advantages and disadvantages of these methods of selection?
Topics to study
Topics covered so far on the course that you may be tested on include:

Paper 1: Fitness and body systems
1. The structure and functions of the cardiovascular system
2. The structure and functions of the respiratory system
3. Levers
4. Fitness components and methods of training
5. Heart rate during physical activity

Paper 2: Health and performance
1. Types of feedback and guidance
2. Lifestyle choices
3. Classification of skills
4. Sportsmanship and gamesmanship
5. Influences on participation in sports

When answering questions with 3 or more marks
- State a fact
- Give a reason to support it
- Given an example RELATED to the question
E.G : What is Co-operation?
  Co-operation is working together
  Co-operation is working together to achieve a common goal
  The above plus; example when you have to change a play in basketball if you are losing.

Always link your answer to the question
Question: Sam is doing his GCSE PE course. He wants to improve his cardiovascular fitness. Explain what tests he could use and why
Mention SAM in your answer, mention he is a GCSE STUDENT – is there something related to his age?
E.G Cooper run, progressive overload, continuous training, maximum HR, aerobic training zone, PEP, long term cardiovascular effects.
Further revision material will be given out by your teacher in lessons and also available on SMHWK.
**Paper 1**

What is the difference in your heart rate when exercising and when at rest?

How does regular exercise effect resting heart rate?

[Diagram of respiratory system]

**Fulcrum (F) -** the fixed point or pivot  
**Effort (E) –** the point where the force/effort is applied  
**Load (L) -** the point where the weight/resistance is coming from

- Tidal volume: This is the amount you breathe in and out in one normal breath.

- Vital capacity: This is the maximum volume of air you can breathe out after breathing in as much as you can. (peak flow)

**Methods of training**
- Interval
- Continuous
- Weight
- Circuit
- Fartlek
- Plyometric

Be able to relate both a sport and a fitness component to each method of training.  
E.g why would a marathon runner use continuous training and a sprinter use circuit training?

**Feedback and Guidance**
- Types of feedback: Internal; external; concurrent; terminal
- Types of Guidance: visual; verbal; mechanical; manual

**Classification of Skills**
- Open and closed
- Simple and complex
- High organised and Low organised

What health risks can be prevented through physical activity?

**Influences on participation in sport**
- Socio-economic; social; cultural; people; image; health; culture

Be able to explain how the above can influence an individual’s participation  
E.g Explain a socio-economic and a health factor that could influence participation

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**Paper 2**

Gamesmanship - Bending the rules to gain an unfair advantage

**Influences on participation in sport**

Socio-economic; social; cultural; people; image; health; culture

Be able to explain how the above can influence an individual’s participation

E.g Explain a socio-economic and a health factor that could influence participation
Key aspects of human growth and development at each life stage

There are six life stages – for the exam you should know the name of each life stage and the age that they occur. For example:

1. **Infancy (0–2 years)**
2. **Early childhood (3–8 years)**
3. **Adolescence (9–18 years)**
4. **Early adulthood (19–45 years)**
5. **Middle adulthood (46–65 years)**
6. **Later adulthood (65+).**

NOTE: During your research/independent reading you may find that the ages differ for the life stages; don’t worry – stick to the ages above for the exam!

PIES DEVELOPMENT

Physical development

- Gross motor skills – control of the larger muscles in the body. Can you give examples when these are displayed?
- Fine motor skills – control of the smaller muscles in its body. Can you give examples when these are displayed?
- Adolescence-What are the main changes in puberty?
- What is physical maturity?
- What is the menopause and what are its main effects?
- Can you describe the ageing process?

Intellectual development-thinking and language skills

- Rapid learning in the early years (language and moral development).
- Learning and developing new skills including abstract and creative thinking and problem solving.
- Memory recall. What are the effects of ageing on memory?
Emotional development—developing feelings about self and others

- Bonding and attachment—What is this?
- Security.
- Self-image—can you define this? Consider reasons for positive and negative self-image.
- Self-esteem—Can you define this? Consider reasons for positive and negative self-esteem.
- Contentment.

Social Development—forming relationships and becoming less reliant on others

- Friendships and friendship groups.
- The formation of relationships with others—What types of relationships exist?
- Independence—Which activities and events promote independence, including tasks and activities for self?

Investigate factors that affect human growth and development and how they are interrelated

Physical factors that affect human growth and development

How the following physical factors can affect human growth and development:

- genetic inheritance (inherited characteristics, disabilities)
- lifestyle choices (diet, exercise, alcohol, smoking, drugs)
- illness and disease (general effects on growth and development)

Topic: Social, cultural and emotional factors that affect human growth and development

How the following social, cultural and emotional factors can affect human growth and development:

- influence of play (solitary play/social play)
- culture (effects of religion and spirituality, community influences)
- gender (inequality of employment opportunity and pay, social inequality, expectation)
- influence of role models
- influence of social isolation.

Role Model—someone whose behaviour and/or attitudes people try to copy because they admire them

Gender role—a role that is determined by a person’s gender.

Culture—the ideas, customs, and social behaviour of a particular people or society:
Unit 1: Patterns of Child Development

**What is growth?**
- How is growth measured? By whom?
- What is measured?
- What is a percentile/centile chart?
- Children's growth is plotted on centile charts /why is this?

Growth, Health visitor, Head circumference, Centile chart, Cell (Key terms)

**What is development?**
- What is the difference between growth and development? Add in key words/definitions

**Milestones?**

**What are Developmental norms?**

- 5 key areas of development:
  - Physical, Social, Cognitive, Emotional/behavioural, Communication and language (meanings)
  - Define all areas and identify skills that may be used in different activities/experiences linked to development
  - Fine motor/gross motor
  - Sensory skills

**The links between areas of development and how each area may compliment each other**

- Index Finger, Transitions, Key person, Pretend play
- Mouthing, Trial and error learning, attachment
- Hand preference, Personal pronouns
- Plurals, Converse - There are many more key terms in your terms/glossary

**What is a reflex?**
- Babies rely on reflexes in order to survive.
- Name 3 reflexes

**Child development is defined as.......**

**Characteristics of children's development from Birth up to Eight years**
- What can a child do at each age/stage?
  - 0-1.
  - 1-3, 3-5, 5-8 years
  - Physical, social/emotional, cognitive, language and communication
  - Refer to your charts

**Demonstrate the role of adults and how they support children's development and individual all-round needs**
- What is a routine?
- How can everyday routines promote children's holistic development?
- What activities/toys could adults provide to promote holistic development?
- The lack of adults support can delay development
- Refer to the different age ranges 0-8 years
Year 9 Art and Design Drawing Test Student Preparation/ Guidance

The drawing test will be from a photograph supplied by the art staff. We will be assessing the drawing for the accuracy of shape,

the correct proportion of different objects,

the use of pencil lines and the use of pencil shading to create tone.

We will be looking for significant progress in the application and control of these skills, reflecting your development during YR9. Equipment required- Pencil, Ruler, Eraser, Sharpener. Source material for the drawing will be supplied.