

# Year 9 Assessment Revision Guide



**All  
Hallows  
Catholic  
School**

2021-2022

## **Our School Vision:**

Our vision at All Hallows is to form happy, successful students who reach their full potential and leave the school with integrity and moral purpose. We want a whole school experience that everyone would wish for their own children. We put our students at the heart of everything we do, guided by the truth and love of Christ.

# Introduction

This booklet provides guidance for you and your parents on the contents of the Year 9 Assessments. These assessments will test the progress you have made across your studies so far. Once your teachers have marked the assessments, they will look at your results, meet with you and your parents at Parents' Evening and offer you valuable feedback, so that you know how to prepare best for deciding which subjects you will take at GCSE.

To help you do your very best in the assessments, your teachers have drawn up revision lists – you will find them all in this booklet, along with revision tips and a revision planner to help you organise and use your time wisely. You will need to bring this booklet with you to school every day, as you will be asked to use it for revision during AM registration and PSHE sessions as well as in your lessons.

You may already feel quite prepared in which case this guide will help to support your existing revision. If you are less prepared, then this guide will give you a focus of what to do in order to be ready for your assessments. The most important thing is to ask for help if you need it, whether that is from friends, teachers, your tutor, or your parents.

If you or your parents have any more questions about the assessments, then you should speak to your teacher or the relevant Head of Department. All of the staff at All Hallows School want you to succeed and we wish you success in the forthcoming assessments.



Mr N Bond  
Head of Year 9



Mr R Antrobus  
Head of Key Stage 3

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# Timetable

Year 9 Assessment Timetable

9A

Week A	Period 1	Period 2	Period 3	Week B	Period 1	Period 2	Period 3
Monday		History	French	Monday	Computing		
Tuesday	Geography			Tuesday		Science	English
Wednesday			PE	Wednesday	Maths	Music	
Thursday	Art		Maths	Thursday			
Friday	DT	RE		Friday		Drama	

Year 9 Assessment Timetable

9C

Week A	Period 1	Period 2	Period 3	Week B	Period 1	Period 2	Period 3
Monday		Art	French	Monday	Computing		
Tuesday	Geography			Tuesday		Science	English
Wednesday			PE	Wednesday	Maths	Drama	
Thursday	Music		Maths	Thursday			History
Friday	DT	RE		Friday			

Year 9 Assessment Timetable

9E

Week A	Period 1	Period 2	Period 3	Week B	Period 1	Period 2	Period 3
Monday		French		Monday	Drama		Geography
Tuesday	Art			Tuesday		Science	English
Wednesday			PE	Wednesday	Maths		
Thursday		Music	Maths	Thursday			History
Friday	DT	RE		Friday		Computing	

Year 9 Assessment Timetable

9J

Week A	Period 1	Period 2	Period 3	Week B	Period 1	Period 2	Period 3
Monday		French		Monday	History		Art
Tuesday	Drama			Tuesday		Science	English
Wednesday			PE	Wednesday	Maths		
Thursday		Geography	Maths	Thursday			Music
Friday	DT	RE		Friday		Computing	

Week A 31st January - 4th February 2022

# Week B 7th February - 11th February 2022

Year 9 Assessment Timetable

gM

Week A	Period 1	Period 2	Period 3	Week B	Period 1	Period 2	Period 3
Monday		Art		Monday	PE	Music	
Tuesday	Maths	Science		Tuesday		French	English
Wednesday		Geography		Wednesday	RE		
Thursday	DT	Computing		Thursday	History	Maths	
Friday				Friday			Drama

Year 9 Assessment Timetable

gP

Week A	Period 1	Period 2	Period 3	Week B	Period 1	Period 2	Period 3
Monday		Geography		Monday	PE		
Tuesday	Maths	Science		Tuesday		French	English
Wednesday		Drama		Wednesday	RE		
Thursday	DT			Thursday	History	Maths	
Friday			Computing	Friday		Art	Music

Year 9 Assessment Timetable

gS

Week A	Period 1	Period 2	Period 3	Week B	Period 1	Period 2	Period 3
Monday		Geography		Monday	PE		
Tuesday	Maths	Science		Tuesday		Drama	English
Wednesday	Art			Wednesday	RE		
Thursday	DT	Computing		Thursday	French	Maths	
Friday				Friday		Music	History

Year 9 Assessment Timetable

gH

Week A	Period 1	Period 2	Period 3	Week B	Period 1	Period 2	Period 3
Monday		Music		Monday	PE	Geography	
Tuesday	Maths	Science		Tuesday			English
Wednesday	Drama	French		Wednesday	RE		
Thursday	DT	History		Thursday		Maths	
Friday			Computing	Friday		Art	

Week A 31st January - 4th February 2022  
Week B 7th February - 11th February 2022

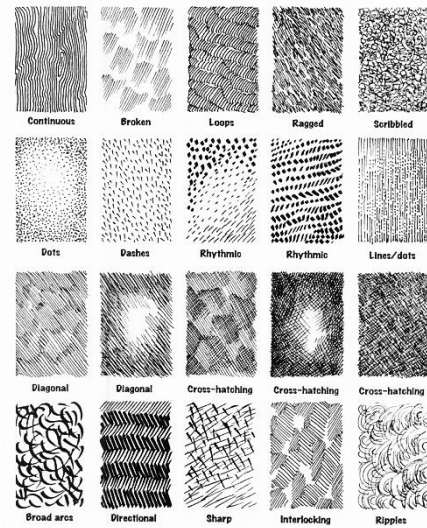
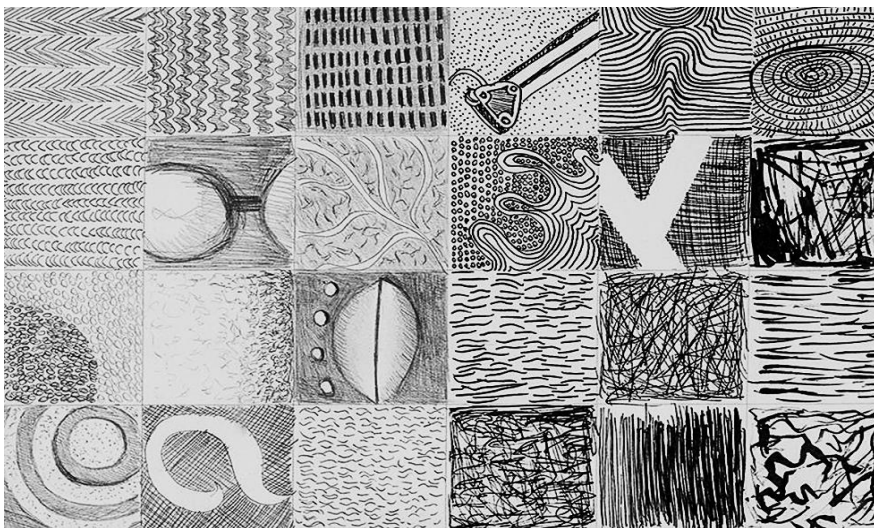
# Art

## Exam Preparation

For this end of Key stage assessment, you will be tested on drawing a complicated still life. This will require the skills learnt through all three years but re visited a number of times in year 9. The still life will consist of a range of objects all displaying different shapes and textures. In previous years, you have looked at mark making and transparent objects in your exam, this composition may include both these elements together with the added complexity of depth created by objects being present in both the foreground, mid ground and background.



Above are some techniques for depicting glass that you may wish to practise in advance of your exam.



Further time practising could be used to refresh your memory of mark making techniques, remember these are great for showing textured surfaces.

Try copying some of these still life compositions as practise; they each include multiple objects, which add depth to the scene as well as the issues of tone and texture explored previously.

# Drama

Your examination for drama will be in a practical format and will take place over several lessons (this will include teaching, preparation and assessment/workshop). Drama is assessed through both rehearsal and performance, so you need to be aware that the teacher will be assessing you while you are getting ready as well.

As with all performances, you do not need full costumes and props. It is ok to use symbolic

## A. Preparation lessons

In each lesson, you will need to:

1. Establish a 'lead learner' and allocate characters according to your understanding of the script or the chosen style of theatre.
2. Establish your blocking.
3. Create a role-on-the-wall for each character in your drama books (emotions and influences).
4. Make clear notes on every script (or group mind map) as to character motivation, meaning of lines and any directions you wish to add in
5. Learn your lines/blocking/physical moves prior to the final assessment.
6. HW: meet up to rehearse outside of class time but keep focussed with a 'lead learner.'  
In addition, do not work only on the first part, but rather allocate time evenly to all aspects of your work.

## B. Performance/Workshop lesson

In this lesson, you will:

1. Have 10 minutes to 'recap' and rehearse. Follow the advice of your chosen 'lead learner'
2. Perform your scripted or devised performance to the entire class for teacher assessment.

# English

## What you will be assessed on

You will **either** be assessed on analysis of a poem that you have studied, **or** analysis of an extract from *A View from the Bridge* – it will be a scene that you have already have read. Your teacher will confirm what your class's assessment will be on.

## Poetry assessment

You will be given a printed copy of **one** of the poems you have studied ('*If I Could Tell You*', '*Belfast Confetti*', '*About His Person*', '*Quickdraw*' or '*Nettles*').

You will be given one question, asking you to explore one of the key ideas in the poem.

### What can you do to revise?

- Re-read the poems you have studied in your lessons
- Read over your notes on context – learn some of the key ideas
- Create mind-maps on each poem and the key ideas
- Choose key quotes from each poem and create 'quote explosions'

## *A View from the Bridge* assessment

You will be given a printed copy of one of the key extracts in the play (it will be an extract that you have read and discussed with your teacher).

You will be given one question, asking you to explore one of the key ideas in the extract.

### What can you do to revise?

- Re-read key scenes in the play
- Read over your notes on context – learn some of the key ideas
- Create mind-maps on the key characters in the play (Eddie, Catherine, Beatrice, Alfieri, Rodolpho, Marco)
- Create mind-maps about important themes: love, respect, independence, justice, honour)

### All students will be assessed on the following skills:

- ✓ Making clear points addressing the question
- ✓ Using short relevant quotations to support their ideas
- ✓ Including detailed analysis (This implies/suggests/demonstrates...)
- ✓ Using subject terminology accurately (language and structural devices)



# Food

## Sensory Analysis

Recall your knowledge of sensory analysis descriptors and star profiles and how to interpret them.

## Vegetarianism

Use your homework on vegetarians to be aware of the types of vegetarians there are as well as what they do and do not eat.

## Health and Safety

Using your knowledge from all key stage 3 lessons, make sure you have thought about safety in the Food room and preparing and cooking foods to prevent food poisoning.

## Allergens

Revise your knowledge of allergens (and intolerances) from your homework. How do they affect people? What foods cannot be eaten?

## Cuisines

Consider the research you carried out on International cuisines and how you applied it to create a food product from a different cuisine.

## The Eatwell Guide

### A Balanced Diet

The 'Eatwell Guide' shows the correct portions of food for a balanced diet.



The 5 groups on the **Eatwell Guide** are:

Green: Fruit and Vegetables - 4 -5 portions

Yellow: Potatoes, bread, rice, pasta and other starchy foods - 4 - 5 portions

Blue: Dairy and alternatives - 2 – 3 portions

Pink: Beans, pulses, fish, eggs, meat and other proteins - 2 - 3 portions

Purple: Oils and spreads

There are also other sections outside the main sections. Who is this guide aimed at?

Also, think about the **8 Tips for Health Eating** you learnt in yr. 7/8, along with your Energy lessons from autumn yr. 9. Consider how this information and knowledge could be used to adapt foods to make healthier meals.

### Nutritional Needs of Age groups

You **must** think about how different age groups require different nutrients. Why do they need those nutrients and in what foods can they be found? How could you create interesting meals for days/weeks diet for those groups? Use your knowledge of the practicals you have carried out in all KS3 and how you might build them into meal planning.

# French

## FRENCH

You will have a listening and reading assessment

You will need to practise **both** of these skills.

**For grade 5+ :** You are able to identify at least two tenses of a range of verbs and at least 2 pronouns , You are able to identify the negatives "ne...pas" and a range of: connectives, opinions, and reasons in written and spoken French.

**For grade 7-9:** You will be able to identify three tenses, more complex opinions and reasons as well as more unusual vocab from written or spoken French.

### Topics:

You will be tested on the food and drink topic.

Use your sentence builder to practise how to say: meal times, types of food (including if they are m/f/plural), opinions (adjectives) and negatives. Make sure you have highlighted tricky vowels and silent letters so you know how they are said.

### Tenses:

You should revise the immediate future of key verbs— (je vais manger); the perfect (Past) (j'ai mangé or je suis allée), as well as the conditional (je voudrais manger) and the present tense (and for each tense, be aware of different subject pronouns—je/tu/il/elle/nous/vous/ils/elles). Torture tenses on quizlet is very helpful for this.

Remember also to revise **time phrases** in past, present and future: how they are spelt and how they sound so you can identify them in the listening as well as the reading assessment.

Revise **torture tenses** on : [www.quizlet.com](http://www.quizlet.com)

For **reading and listening** practise: <https://uk.language-gym.com/login>

- Use the listening trainer at beginner level for listening skills on any food and drink topic.
- Use the sentence trainer at beginner level for reading skills on any food and drink topic.

You should have log in details for quizlet and language gym in your journal. See your French teacher if you can't access them.

**Listening practice:** <https://www.bbc.com/bitesize/subjects/zgdqxn>

Listen to clips on the [Talking about food in French - KS3 French - BBC Bitesize - BBC Bitesize](#) page and pick out key details. Test yourself in the quiz to check your understanding.

# Geography

## What will my end of year test be on?

The test will assess your knowledge of Geography this year and will cover **both physical and human Geography**. The topic you need to revise is **Japan**

## What type of test is it?

The test is a traditional 'question and answer test'. The questions range from simple multiple-choice questions to extended writing questions building to a **final 9-mark question** at the end. The last question also has 3 marks for SPaG (spelling, punctuation, and grammar). You will have **45 minutes** to complete the test.

	How confident do I feel (start of revision)	How confident do I feel (end of revision)
<b>Human and Physical Geography: Japan</b>		
✓ Climate of Japan (including climate graph)		
✓ Japanese Tsunami (causes and impacts)		
✓ Growing population in Japan (including ageing population)		
✓ Tokyo as a megacity (including key terms densely and sparsely populated)		
✓ Urban problems in Tokyo		
✓ Urban solutions to overcrowding in Tokyo		
✓ Primary and secondary industry in Japan (farming and manufacturing)		

## What skills do I need to practise?

- ✓ Map interpretation (e.g. plate boundaries and tectonics)
- ✓ Describing and explaining ideas
- ✓ "BUG" the questions. Draw a 'B'ox around the command word 'U'nderline key words and 'G'lace back at the question.
- ✓ Using facts/figures in answers (essential for the final question)

## What tips are there for the test?

1. Read the questions very carefully. Look at the command words it uses. The main ones are:

Describe = Say what you see

Explain = Give reasons for

Suggest = Give possible explanations / ideas

Evaluate = Consider both sides of view and then come to an overall opinion

Follow what it says closely - If the question says "Explain **two**" then only explain two not three or four ideas! If it says, "Suggest **one**" but it is worth 2 marks, then give one point and develop it.

2. Look at how many marks are available. If it is only 1 or 2 marks, don't write an entire paragraph. Similarly, do not just write a couple of lines if there are 9 marks available (this should be about 1 full page!).

3. Pace yourself – leave plenty of time for the longer questions at the end. If you are struggling with a question, come back to it later so you can leave plenty of time for the questions you can answer.

## What can I do to revise?

- Complete the "how confident do I feel table above" and rank your confidence with either a smiley face or frowning face so you can see what you need to work on.
- Complete a mind map of everything you can remember about each topic and then add to it by looking at your exercise book. Repeat this activity after a few days to help consolidate what you have learnt.
- Explain what you have done in Geography to your parents or a sibling to practise explaining ideas. Use connectives such as "this is because..." and "as a result..."
- Ensure you are familiar with key words for each topic. It might be worth creating a "glossary" of key words and definitions.
- Try to remember some of the key statistics from class – this will help you score the maximum marks on the last 'case study' question (worth 9 marks).

# History

## What will the test cover?

The assessment will cover the content from the current unit that you are studying;

## How did Europe respond in the aftermath of WW1?

It will cover the following topics:

1. The Treaty of Versailles
2. The League of Nations
3. Democracy, dictatorship and the new political movements in Europe during the 'inter-war' period such as communism and fascism.

## What will the assessment look like?

Your assessment will include:

- Multiple choice questions
- Two source questions
- A question that requires you to write PEE paragraphs

## What skills do I need to demonstrate?

- You will need to analyse two sources **using your knowledge** of the Treaty of Versailles and the League of Nations.
- You will need to look at the **content** of the sources carefully to explain the message that the artist is trying to get across about the Treaty of Versailles and the League of Nations.
- You will need to look carefully at the details surrounding the source, the caption and the **provenance** to help you to explain how you know that the message of the source is either positive or negative. You will need to think about who the audience are, and what type of source you are looking at.
- You will need to use your knowledge to explain the how people felt about the League of Nations and the Treaty of Versailles.
- You will need to demonstrate your knowledge of the terms of the treaty, the successes and failures of the league of nations and the different political movements in Europe such as communism and fascism.
- You will be asked to write two PEE paragraphs to explain one of the topics above. You will need to demonstrate good knowledge of the topics to help you to do this.

*\* Tick when you have revised this topic area*

## What structure should I use to answer the questions?

For one of the source questions in the assessment you will have to answer a question using the CPC structure that you have practised in your lessons. See a summary of this below.

You will be asked a 'causation' question in which you have to explain why something happened or came about. You will need to use the PEE paragraph structure to explain why the issue in the question happened. Please see the summary of how to use the PEE structure below.

What is the PEE structure?

### **P** point

*Use the language in the question. Introduce your point, reason, and factor.*

### **E** evidence or example

*Support your point with evidence/ examples.*

### **E** explanation

*Show how your evidence proves your point. Make links to relevant contextual knowledge. What is the impact, or what has happened as a result?*

What is the CPC structure?

### **C** content

*What is in the source? What does it say?*

### **P** provenance

*Who produced the source? Why was the source produced? What type of source is it? When was the source produced?*

### **C** contextual knowledge

*What do I know about this time or issue? Can I use my own knowledge to explain what I see?*

<b>Content:</b> How did Europe respond in the aftermath of WW1?	✓
Europe at the end of WW1	
The Treaty of Versailles: Who were the big 3? What kind of peace did they want? What were the terms of the treaty? How did Germany and the big 3 feel about the treaty?	
The League of Nations: What was the League? Who set up the League and which nations joined? What were the successes of the League? What were some of the problems did the League? How did people in Europe feel about the League of Nations?	
How was Europe governed after WW1? Democracy and dictatorships The rise of communism and fascism	

#### Top tips for success:

1. Do not spend too long on the 4-mark questions.
2. Use the language of the questions in the start of your answers.
3. Always have a go! The sources are full of useful information. Make good use of the information.

# Computing

In preparation for the exam research and revise the following topics:

Topic	Done? ✓
<p><b>Database skills</b></p> <p>You will be tested on the skills we learned in the Database project, <b>so look back at what you produced for this project and read the document on sharepoint. It can be found here:</b></p> <p><i>Computing / Year 9 / Year 9 Revision Materials / database basics</i></p> <ul style="list-style-type: none"> <li>• Designing a Table</li> <li>• Data types e.g. currency, date, short text, number etc.</li> <li>• Creating the database file in a particular location</li> <li>• The main parts of a database (tables, forms, queries and reports) and what they do</li> <li>• Data validation used within the table</li> <li>• How to design a Query</li> <li>• The wizards used e.g. Report wizard</li> <li>• Other issues around creating a membership database e.g. what other things could be included in the database?</li> </ul>	
<p><b>Computing</b></p> <p>You will be tested on the skills we learned in the Programming module, <b>so look back at what you produced for this project and read the document on SharePoint. It can be found here:</b></p> <p><i>Computing/ Year 9 / Year 9 Revision Materials / Programming basics</i></p> <ul style="list-style-type: none"> <li>• Explain the four main programming constructs</li> <li>• Explain the four parts of computational thinking</li> <li>• Be able to program and use a simple sub-program</li> </ul>	

# Mathematics

Your Year 9 assessment will assess your 'readiness' for GCSE is intended to show how well you have understood the maths topics that you have been taught so far in Key Stage 3. You will be allowed to use a calculator in the assessment.

## 15 minute revision ideas

1. Fix Up 5 tasks in Hegarty
2. Practice your number skills, including mental maths, using written methods for multiplication and division, calculating with negatives, fractions, decimals, etc. Learn your prime numbers, square numbers, and cubes.
3. Make flashcards to memorise key facts and formulae and test yourself

## 30 minute revision ideas

Go to [www.hegartymaths.com](http://www.hegartymaths.com) and search for a topic from the list below. Watch the video then try the quiz.

Remember it is important that you mark your own maths revision and if you get a question wrong and do not understand why, you ask a teacher for help. Since Year 7, you have studied these topics; tick them off as you revise.

	Calculator Paper	Done? ✓
SKILLS	Mathematical Reasoning	
	Problem Solving	
	Application of facts and formulae	
TOPICS		
NUMBER	Positive and negative numbers	
	Factors and multiples	
	Operations with fractions, including mixed numbers	
	Multiplication and division with integers and decimals	
	Squares, cubes and roots	
	Percentages	
ALGEBRA	Sequences and nth term	
	Co-ordinates, straight line graphs and midpoints	
	Expanding brackets and factorising expressions	
	Algebraic fractions	
	Quadratic expressions and equations	
	Collecting like terms and multiplying/dividing expressions	
	Algebraic graphs	
	Index Laws	
RATIO	Ratio	
	Proportion	
	Compound Measures	

GEOMETRY & STATISTICS	Conversions of squared and cubic metric measurements	
	Area and perimeter of 2D shapes	
	Surface area and volume of cuboids and prisms	
	Area and circumference of a circle	
	Angles in polygons or parallel lines	
	Pythagoras and trigonometry <i>(Note that there will be a progress assessment in week 2 solely on this topic which you are studying currently)</i>	
STATISTICS	Averages (mode, median, mean) and Range	
	Pie charts / Bar charts / Pictograms	
	Two-way tables	
	Stem and Leaf diagrams	
	Box plots	
	Scatter graphs	
PROB	Probability	
	Frequency tree diagrams	
	Venn diagrams	

**Useful websites:**

[www.hegartymaths.com](http://www.hegartymaths.com)

[www.bbc.co.uk/bitesize/ks3/maths](http://www.bbc.co.uk/bitesize/ks3/maths)

[www.studymaths.co.uk](http://www.studymaths.co.uk) – some of the topics on this website are GCSE level but will provide good practice and the answers are given.

[www.transum.com](http://www.transum.com) – interactive worksheets. No login required.

[www.senecalearning.com](http://www.senecalearning.com) – create a free account to access help videos and online quizzes

**IMPORTANT NOTICE:**

You will be assessed at different levels according to your maths set. If a topic listed above is not familiar to you, check with your teacher what you are expected to know.



# Music

## Music Revision Year 9

You will be asked in the exam about various aspects of Music you have studied this year. Make sure you are listening to a wide variety of pieces and writing down any features you can hear within them. You should also know basic music theory such as notes on the staff as well as different rhythmic

### Keywords:

Word	Definition
Monophonic	A single voice / instrument / part.
Homophonic	All parts moving together / chordal.
Polyphonic	Parts interweave with their own tune.
Ground Bass	A continually repeating bass line.
Theme	Main tune / melody
Variation	Changed version of the main tune. E.G A higher or different key
Baroque	Musical period 1600 - 1750
Dynamics	Volume of the music. (Piano, Forte)
Tempo	Speed of the music (Allegro, Andante, Largo)
Minimalism	A style of music where the parts build up over time.

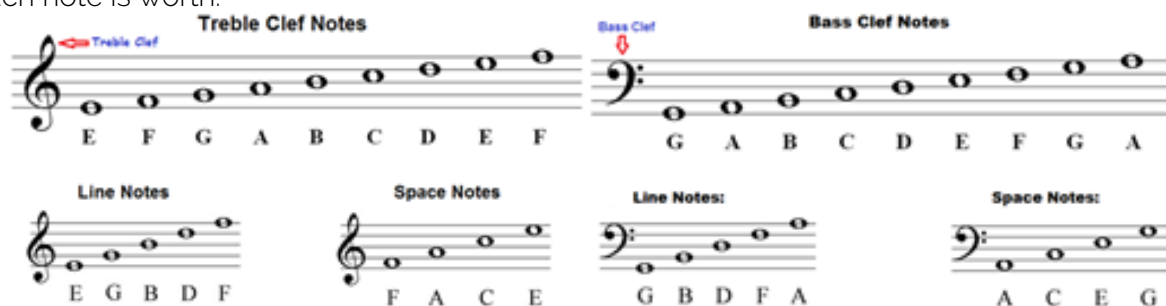
### Listening:

Listen to the listed piece of music from the following style of music. Make notes on the Tempo, Dynamics, Instrumentation and Mood of the piece.

Style of Music	Piece	Features:
Baroque Music	Canon in D by Pachelbel	
Musical Theatre	Phantom of the Opera	
Minimalism	Time Lapse by Nyman	
Jazz	In the Mood by Miller	

### Notes on a staff

Make sure you can identify the notes in Treble and Bass Clefs. You should also know how many beats each note is worth.



### Notes and Rests



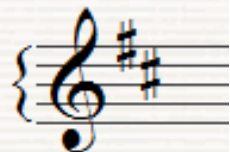
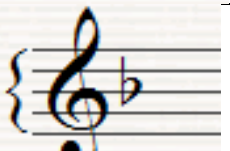
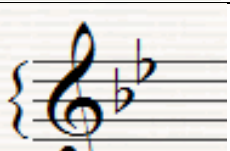
Note Name	Note symbol	Rest symbol	Number of crotchet beats
Semibreve			4
Minim			2
Crotchet			1
Quaver			1/2
Semiquaver			1/4

You should be able to recognise different key signatures.

To find a sharp key, take your last sharp and go up one semitone.

To find a flat key, take your second to last flat and that is the key signature.

Remember to find a minor key, you take your major key and go down three semitones.

Symbol	Key signature
	C major Or A minor
	G major Or D minor
	D major Or B minor
	F major Or D minor
	Bb Major Or G minor

Make sure you know the elements of music, and what each one means:

Harmony, Dynamics, Texture, Tonality, Instrumentation, Melody Structure, Rhythm.



## Analysing a Product:

Designers will always analyse existing products before designing anything new to allow them to see what has already been done, and what is working or not working for their target audience. You need to be able to **evaluate** the products success and suggest areas where it could be improved.

Look at the below example, and answer the questions:



### **TASK:**

- Describe its appearance, why has it been made to look as it does?
- Who has this product been designed for?
- What age range?
- When and where would they use it?
- How is it used?
- How to you keep it clean?
- What material is made from and why?

Imagine you owned the product. How well do you think it would work?

**TASK:** Write down as many good points about this product that you can think of.

**TASK:** Write down as many bad points, or points that could be improved, that you can think of.

### Specifications

A specification is written to aid the designer when creating ideas. It is a series of statements made, in agreement with the end user, about how the product will look or function.

*An example might be: the product must be able to hold at least 1 litre of water to satisfy the users thirst throughout the day.*

**TASK:** Thinking carefully about the product you have been given, suggest **3** other specification points that might have been used to design and manufacture this product. Explain them!

## Using Materials to Make Products

You need to be able to explain why you might choose a particular material to make a product. This means knowing the properties of the materials you have been using in school.

**For example**, your school shirt is probably made of cotton, because it is breathable, light weight, easy to wash and dry, and has good wear resistance.

**Or**, your school books have been made from lined paper to assist with writing, and a tougher card cover to protect the insides from wear and damage.

**Or**, your lunchbox might be made from a type of plastic because it doesn't react to food, can be washed and dried repeatedly, is flexible and durable so will last a long time.

**TASK:** Look at the 4 products below. Identify a specific material that each one could be made from and give **two** reasons why you would use that material.



## Using Data to Inform Designs

Data is collected from the public all the time to help designers learn what they like or dislike. This information can then be used to help inform a new products design, right from what colour to make it, to the style, theme, shape, size, function, and material choice!

**TASK:** Make a list of all the different ways that you could collect data. For example, you could do an online poll on Facebook.

**TASK:** Choose a product you really like to use. Think about how you might redesign it to make it even better.

Write a list of improvements that you would make about it and explain why you would make ..



# Religious Education

Your exam will consist of two sections. One multiple choice section and one exam practice section. The long answer section will contain two explain questions and one evaluate question.

## Topic 1: Spiritual Quest

- Identify the different arguments for the existence of God and evidence to support them.
- The Christian beliefs about life after death and the Biblical evidence for them.
- Christian beliefs about suffering and contrasting views.

## Topic 2: Love and Vocation

- Definitions of key terms.
- Knowledge of the Christian beliefs about sex, marriage and contraception, and contrasting views.
- Christian beliefs about the types of love.
- The importance of marriage and the family in Christianity.
- Different Christian attitudes towards same-sex relationships.

## Topic 3: Jesus and the Gospel

- Knowledge of the different Gospels:
  - Who wrote them
  - The target audience
  - The purpose of the writing
  - The key message of each Gospel
- An understanding of who Jesus was as a person, different roles he took on.
- Knowledge of Jesus' moral teachings:
  - The Beatitudes
  - The Sermon on the Mount
  - The parable of the Sheep and the Goats.
- Explaining the importance of Jesus' moral teachings.

## Top Tips

- Make sure you have revised all the key words and their definitions.
- Make sure you are confident explain why a belief is important.
  - Learn a variety of quotes

## Exam Skills

All questions should be answered using the Point, Explain or Point, Evidence, Explain structure.

Point: A clear reason for a belief or teaching.

Evidence: A quote or reference to a Catholic teaching. Can be from the Bible or someone like the Pope or a saint.

Explain: Shows why something is important or explains how the evidence supports the point.

### Explain without evidence

These are explain question. You need to give two reasons or beliefs and then explain why they are important. You need to use the **P. E. P. E** structure.

### Explain with evidence

These are explain question with evidence. You need to give two reasons or beliefs and then explain why they are important. You must also include a relevant quote that supports your answer. You need to use the **P. E. E. P. E** structure.

### Evaluate

These are evaluate questions. You will get a statement and you will need to explain both sides of the argument, include at least one quote and conclude with your own view.

Structure:

**For – Point** (one clear reason for the statement), **Evidence** (a quote that support this statement), **Explain** (explain why this quote supports the statement and why this is important).

**Against – Point** (one clear reason against the statement), **Evidence** (if you haven't used a quote in your first paragraph you need to use one that supports your against point), **Explain** (explain why this quote supports your point and why this is important).

**Conclusion** – Out of these two arguments which one do you agree with more? Explain why you think that argument is stronger.

# Science

## Exam Tips: Question styles

Definitions of key words- Ensure you can confidently define and spell keywords.

"Describe..." - Say what you see...

'Explain...' - Say "WHY" things happen, always include "because in your answer

"Evaluate..." - Give reason for and against a statement used to describe data.

Be able to describe and explain patterns in data shown by tables and graphs. Select figures to justify the patterns in the data. Spot results that do not fit the expected pattern and explain why.

## Topics covered in the exams:

There will be one 25-minute exam on the following topics from the Exploring Science Working Scientifically Year 9 textbook listed below:-

- 9A Genetics and evolution
- 9B Plant growth
- 9C Biology revision and projects
- 9E Making materials
- 9F Reactivity
- 9I Forces and motion
- 9J Force fields and electromagnets

To help you revise for the exam there are revision materials on OneDrive. You can access them from the All Hallows website online, by:

- Clicking on the icon for **SharePoint**, an envelope with the symbol @ in the middle, in the top left corner
- Clicking on the three lines on the blue coloured bar
- Going to **Subjects** and clicking on **Science**
- Scrolling down to quick links. Finding the folder called **Year 9, Resources for students in Year 9** and clicking on it
- Opening the document entitled **SPRING YEAR 9 REVISION MATERIALS**

## Keywords:

Be sure to learn these. All Key words are listed in the back of the Exploring Science Year 9 textbook.

## DAILY REVISION PLANNER

Date	Subject and Topics	Subject and Topics	Subject and Topics
<i>Example</i>	<u>History</u> The Battle of Britain	<u>Science</u> Waves	<u>Maths</u> Percentages

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