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Introduction

Getting ready for **Assessments** is an important thing to do – there is nothing worse than arriving unprepared as this will only make you more anxious.

These **tips** are designed to help you get ready for assessments with minimum stress and maximum success. It is essential to remember – everyone can experience success at assessments, especially if they are well prepared and determined to do their very best.

If you have any questions about how to best prepare for your assessments, please contact your subject teacher or heads of Year.

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Revision Tips

1. **100% Attendance** – Give yourself the very best chance of success, by avoiding taking unnecessary time off school and making sure you are at your very best during school time. Keep as up to date in your classwork as you can and make sure you complete every home work to the very best of your ability.
2. **Be equipped and work smart** – make sure you have a place set aside at home for study, a desk preferably and good seating and lighting. It is best to keep a list of the homework you have to do and the revision you would like to do **from now on**. It is never too early to revise. Go back over work you did not understand in class. Use your new maths text books to help you and for all other subjects use your revision guides.
3. Make sure your **Homework** gets your very best attention – homework is essential to help you consolidate the learning you have done in lessons and is also designed to fill learning gaps. **“Flipped learning”** is used sometimes where you will find you are learning new information and skills. You should always aim to produce your very best work as your homework, take care and pride over the presentation and once you have the feedback from your teacher, make sure you read the advice, respond to marking and feedback in your class books and act on the advice given.

Some specific tips to help you

- Make sure you train yourself now to **eat well, sleep well, rest and do some exercise**. You must make sure your body is well prepared for the exams. This means getting used to eating breakfast now if you do not already. Sleep properly without distractions – turn off your music, put your phone away, do not have your TV on in your bedroom. Take some exercise if it is only a walk to get fresh air and exercise, but you must keep healthy. And most importantly **do not** use energy drinks and excessive amounts of caffeine to help you study; they are not good for you and will do you more harm than good.
- Give up some of the things that are getting in the way of you doing really well. Postpone watching soaps and playing on your game stations until all your homework is done to the best of your ability and you have done some revision as well.

Some more tips to help you

- Use **diagrams** and **flow charts** to help you.
- Use lots of colour when revising, **highlighters** and different colour pens.
- Do not revise with the TV on
- Take **regular breaks** – revision is like dieting, little and often works best.
- Reward yourself every 20-30 minutes with a **snack** and a **drink**.
- Ask your teachers about which **websites** and **Apps** are helpful, but use these sparingly, best to revise using **books**, pens and papers.
- To help remember lists, use a **mnemonic** to help you eg. PEE point evidence explanation.
- If you find it easier, try listening to **podcasts** or recording your notes on your phone and listen back to them.
- Above all, **START now**, and keep at it. Talk to your teachers, do lots of question practice, try lots of methods to see which suits you best and give it your very best shot.

English

Subject:	English
Class and Year Group:	Year 9
Assessment period:	Tuesday 8 th June 2021
Title:	Rank Order Attainment Examination
Paper Length:	Reading and Writing Assessment 1 hour and 45 minutes

ROA Revision

Reading Assessment:

Students have been reading *The Speckled Band* in class and this is what they will be assessed on.

They will be given a question about a character or theme from the text and asked how the character/theme is presented throughout the text.

Students must ensure they have a thorough knowledge of the following characters:

- Holmes
- Dr Roylott

Students must ensure they have a thorough knowledge of the following themes:

- Good and evil
- Fear

It is important that they revise the way the writer presents each character/theme and his purpose for doing so.

The answer will require them to write a series of What? How? Why? paragraphs about the character/theme so they should prepare themselves to write an extended answer using their analytical skills.

Writing Assessment:

In the writing element of the assessment students will be given a topic and asked to produce a non-fiction piece of writing.

In their writing they should focus on:

- Making their ideas and opinions clear
- Structuring their ideas into linked paragraphs
- Using vocabulary that will help to influence their reader
- Using a variety of sentence structures in their writing e.g. simple, compound, complex
- Using devices such as rhetorical questions, rule of three and direct address.

Mathematics

Subject:	Maths
Class and Year Group:	Year 9
Assessment period:	Monday 7 th June 2021
Title:	Rank Order Attainment Examination
Paper length:	One paper - 1hr 30 mins in length

ROA Revision

<http://www.Hegartymaths.com>

Key topics:

- Operations with Negative Numbers
- Prime Factorisation
- Laws of Indices
- Rounding
- Using of calculator
- Writing Simple Expressions
- Writing Algebraic Expressions and Equations
- Perimeter and Area of Simple Compound Shapes
- Perimeter and Area of Complex Compound Shapes
- Introducing Circles (Area and Circumference)
- Area and Circumference of Circles
- Reading and Drawing Simple Pie Charts
- Mode, Median and Range, Mean Average
- Organising Data (Venn Diagrams and Two-Way Tables)
- Bar Charts and Frequency Polygons
- Calculating Pie Chart Sectors
- Averages from Simple Frequency Tables
- Line Graphs and Time Series
- Multiplying and Dividing Fractions
- Percentage Increase and Decrease by Percentage
- Reverse Percentage Change
- Simple Interest problems

Science

Subject:	Biology (Biological Systems), Chemistry (Reactivity) and Physics (Waves and Electromagnetism)
Class and Year Group:	Year 9
Assessment period:	Wednesday 9 th June 2021
Title:	Rank Order Attainment Examination
Paper Length:	One Synoptic paper – 1 Hour 15 mins

The following topics will be covered in test:

- **Respiratory System**
- **Inheritance**
- **Respiration- aerobic and anaerobic**
- **Chemical Reactions with Acids**
- **Rates of Reaction**
- **Waves**
- **Sound waves**
- **Electromagnetism**

Students may also be assessed on their ability to analyse data, plot graphs and design investigations.

For revision use:

- Exercise books
- BBC Bitesize website – Complete the revise, activity and test for the sections stated above.
<http://www.bbc.co.uk/education/subjects/zng4d2p>
- The Oak Academy Lessons <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/science>
- Educational quizzes on <https://www.educationquizzes.com/ks3/science/>
- Knowledge organisers available from teachers

History

Subject:	History: American West
Class and Year Group:	Year 9
Assessment period:	In class assessment
Title:	Rank Order Attainment Examination
Paper Length:	70 minutes

ROA Revision

- Students will be provided support materials on Show My Homework to aid revision.

Knowledge & Understanding: *Deciding on which factor was the most important in the lead up to war in 1914.*

- Franco Prussian War
- Militarism
- Imperialism
- Nationalism
- Assassination of Archduke Franz Ferdinand.

10 closed knowledge questions from Y9 WWI and The Holocaust units only.

Total: 10 marks

- Describe question, World War One, 4 marks.
- Narrative account question, The Holocaust, 8 marks.
- Interpretations, The Holocaust, reading time.
 - How different are the interpretations? 4 marks.
 - Which is the more accurate? 8 marks.

Total: 24 marks

- Extended writing, choice of two enquiry questions, on World War One or The Holocaust. 16 marks plus 4 for SPaG.

Total: 20 marks

Revision resources:

[A summary of the First World War - The First World War - KS3 History Revision - BBC Bitesize](#)

[A summary of the Holocaust - The Holocaust - KS3 History Revision - BBC Bitesize](#)

Geography

Subject:	Geography
Class and Year Group:	Year 9
Assessment period:	In class assessment
Title:	Rank Order Attainment Examination
Paper length:	One paper, 50mins in length

Climate Change

- Global temperature change
- Evidence for climate change
- Natural causes of climate change
- The enhanced greenhouse effect
- Greenhouse gasses
- Human causes of climate change
- Positive impacts of climate change
- Negative impacts of climate change
- Effects on developing countries
- Mitigation and adaptation to climate change

Life in an emerging country:

- The location of the emerging countries
- The indicators of emerging countries
- Employment structure
- Rural to urban migration
- China as a NEE
- Rio – opportunities and challenges
- TNCs

For revision use:

- Climate Change and NEE knowledge organisers
- Exercise books

Oak National lessons on Climate Change and Life in a NEE:

- <https://classroom.thenational.academy/lessons/where-are-the-emerging-countries-cmtkcc>
- <https://classroom.thenational.academy/lessons/what-evidence-do-we-have-to-show-that-the-climate-is-changing-cmu64r>

Spanish

Subject:	Spanish
Class and Year Group:	Year 9
Assessment period:	In class assessment
Title:	Rank Order Attainment Examination
Paper Length:	2 papers – Listening (10 mins approx.) – Reading-Writing (35 mins approx.)

- Family members and Friends vocab
- Opinions: me gusta/n (I like), no me gusta/n (I don't like), me encanta/n (I love), No me gusta/n nada (I don't like it at all), Odio (I hate)
- There is/there are: **hay**
- Adjectives to describe activities (es genial, aburrido, divertido)
- Time phrases (a veces, normalmente, siempre, de vez en cuando, a menudo, nunca, todos los días, todos los fines de semana, los lunes)
- Connectives: y (and), porque (because), pero (but), sin embargo (however), además (also)
- Vocabulary relationships/friendship and marriage
- Time markers: ayer (yesterday), mañana (tomorrow), el año pasado (last year), el próximo año (next year)
- **Key structures:**

Going to the cinema	Ir al cine
Playing basketball	Jugar baloncesto
Playing video games	Jugar videojuegos
Going out with friends	Salir con amigos
Playing football	Jugar fútbol
I get on really well	Me llevo bastante bien
He/she always listen to my problems	siempre escucha mis problemas
He/she understands me	me entiende
I would like to have	me gustaría tener
I stay home	me quedo en casa
Sometimes we cook at home	A veces cocinamos en casa
We went for food	Fuimos a comer
We went on holidays	Fuimos de vacaciones
We visit a museum and a castle	Visitamos un museo y un castillo
A Good friend is someone who	Un buen amigo es alguien que...
Next year I would like to do	El próximo año me gustaría hacer
Next summer I would like to go	El próximo verano me gustaría ir
I would like to visit	Me gustaría visitar

Music

Subject:	Music
Class and Year Group:	Year 9
Assessment period:	In class assessment
Title:	Rank Order Attainment Assessment
Paper Length:	In class assessment

Rock Band (Instrument and Ensemble Skills Assessment)

Piano/Keyboard

- Ability to use both hands with confidence
- Correct use of finger positioning
- Ability to keep time when performing as part of an ensemble

Guitar

- Finger picking and Chord Strumming Technique
- Ability to perform chords on acoustic/electric guitar
- Ability to keep time when performing as part of an ensemble

Bass

- Ability to perform baseline riffs when using the bass guitar
- Ability to keep a steady, reliable rhythm and harmony
- Ability to keep time when performing as part of an ensemble

Ukulele

- Ability to form correct chords with swift transitions between
- Ability to strum chords with good technique and projection
- Ability to keep time when performing as part of an ensemble

Voice

- Ability to recall correct lyrics
- Ability to sing the correct melody
- Ability to be heard clearly within the ensemble's overall balance
- Ability to keep time when performing as part of an ensemble

Drums

- Ability to adjust volume/dynamics to keep the ensemble's overall sound balanced
- Keeping steady and consistent beat when performing as part of an ensemble
- Ability to improvise your own drum fills to accompany a group performance
- Ability to keep time when performing as part of an ensemble

All students should have a secure knowledge of musical notation including:

Reading a lead sheet

Understanding chord symbols

Art

Subject:	Art
Class and Year Group:	Year 9
Assessment period:	In class assessment
Title:	Rank Order Attainment Examination
Paper Length:	In class assessment

ROA Revision

Practise drawing techniques whilst following Youtube drawing tutorials
Practise adding tone whilst following Youtube drawing tutorials
Practise drawing skills by drawing found objects from around the home
15 minutes practise a day will help develop observational drawing skills

Correct hold of pencil when drawing
Accuracy of initial drawn outline
Ability to independently reflect and identify areas of inaccuracy in a drawn image
Ability to refine and develop a drawn piece based on reflection
Quality of tone
Quality of texture when rendering a drawn piece
Range of mark making

Food

Subject:	Food and Nutrition
Class and Year Group:	Year 9
Assessment period:	In class assessment
Title:	Rank Order Attainment Examination
Paper length:	In class assessment

ROA Revision

Accumulation of practical skills learnt this term:
Peeling, Chopping, slicing, dicing, Shredding, Blending, Peeling, Boiling, Simmering, Thickening, Shallow frying, Heat control Rubbing in, binding, kneading, shaping, baking, quality control, wet mixes, heat transfer, creaming, folding, beating, baking, filling, use of bain-marie, separating eggs, whisking, folding, setting, rolling

Dance

Subject:	Dance
Class and Year Group:	Year 9
Assessment period:	
Title:	Rank Order Attainment Examination
Paper length:	In class assessment

Students will be marked across the three areas of Choreography, Performance and Appreciation
Students will work in groups to choreograph a dance that includes the skills they have learnt so far this year: Use of canon, unison, improvisation, motif development – levels, contact, retrograde
They will then perform to demonstrate focus, projection, energy and technique.
Finally, students will evaluate their own performance by explaining the strengths and weaknesses of their performance whilst explaining what they would improve if they had the chance to re do the performance.

Drama

Subject:	Drama
Class and Year Group:	Year 9
Assessment period:	
Title:	Rank Order Attainment Examination
Paper length:	In class assessment

Year 9 ROA- Devising from a stimulus

In class assessment

Create

- Teamwork
- Explore theatre in education techniques e.g. freeze frames, direct address, monologues ect.
- Imagination and creativity
- Focus
- Storyline

Perform

- Understanding who their target audience is.
- Characterisation
- Proxemics
- Vocal skills- Pitch, tone, pace, volume, accent, pause.
- Physical skills- Gesture, movement, posture, facial expressions
- Use of Theatre in education techniques

Evaluate

- Understand what devising is
- Understanding how a stimulus can generate ideas
- Understanding what theatre in education is
- Identifying what went well in your own performance
- Identifying own areas to improve and reasons

Ethics

Subject:	Ethics
Class and Year Group:	Year 9
Assessment period:	
Title:	Rank Order Attainment Examination
Paper length:	In class assessment

In this assessment you will be tested on Aristotle.

Aristotle

The following topics will be covered:

- Who was Aristotle?
- The 'good life' according to Aristotle
- Virtues and Vices
- How emotions are related to virtues and living a good life
- Role models and developing virtues

Questions:

- Multiple choice questions
- 1 extended writing question (8 marks)

For revision use:

- Study resources on Show My Homework
- Exercise books
- Videos on YouTube:
 - [PHILOSOPHY - Aristotle - YouTube](#)
 - [Aristotle & Virtue Theory: Crash Course Philosophy #38 - YouTube](#)
 - [What Is a Good Life?: Crash Course Philosophy #46 - YouTube](#)