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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:	Wednesday 6 th January 2021
Title:	Rank Order Attainment Examination
Paper Length:	Reading and Writing Assessment 1 hour and 30 minutes

ROA Revision

Reading Assessment:

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

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

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

- Abigail
- John Proctor
- Hale

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

- Justice/corruption
- Reputation
- Power

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:	Tuesday 5 th January 2021
Title:	Rank Order Attainment Examination
Paper length:	One paper - 1hr 30 mins in length

ROA Revision

- <http://www.Hegartymaths.com>

Key topics studied so far this year:

Place value e.g. ordering integers and decimals, working with very large and very small numbers, use the symbols =, \neq , $<$, $>$, \leq , \geq

Recognise and problem solve with Odd and Even numbers

Negative Numbers: ordering, manipulation

Adding, subtracting, multiplying and dividing integers and decimals

Manipulation of Decimals e.g. $2.54 \div 4$, using one calculation to perform another, ordering decimals (including use of inequality symbols)

Calculations involving money and correct use of units

Order of operations (BIDMAS): use conventional notation for priority of operations, including brackets, powers, roots and reciprocals

Prime numbers, prime factor decomposition, LCM, HCF (of small and large numbers)

Powers and roots e.g. squares (from 1×1 to 15×15), cubes (2, 3, 4, 5 and 10) and their corresponding roots

Recognise powers of 2, 3, 4, 5

Rounding number to the nearest 10, 100, 1000, and to a given number of decimal places

Rounding to significant figures

Estimate answers to one or two step calculations

Calculations involving surds and rounding

Simplify ratios

Write ratios in form $1 : m$ or $m : 1$

Divide a quantity into a given ratio

Write ratios as fractions

Compare lengths, areas and volumes using ratio notation and scale factors

Apply ratio to real contexts and problems such as those involving conversion, comparison, scaling, mixing, concentrations

Write a fraction in its simplest form and find equivalent fractions

Covert between fractions, decimals and percentages

Order fractions, decimals and percentages. Use the symbols =, \neq , $<$, $>$, \leq , \geq

Recognise recurring decimals convert fractions into recurring decimals

Add and subtract fractions and mixed numbers with different denominators

Multiply and divide fractions and mixed numbers. Simplify calculations by cancelling first

Fraction of an amount

Identify and work with fractions in ratio problems

Express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1

Find the reciprocal of an integer, decimal or fraction

Percentage of an amount (including of a measurement) with and without a calculator

Percentage increase and decrease

Finding the original amount (reverse percentage) with and **without** a calculator

Work with percentages greater than 100%

Compare two quantities using percentages

Express one quantity as a percentage of another

Use percentages in real-life situations e.g. price after VAT, value of profit or loss, simple interest, income tax

Use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate

Solve problems involving direct and inverse proportion, including graphical and algebraic representations

Science

Subject:	Biology (Biological Systems), Chemistry (Reactivity) and Physics (Particle Model and Electricity)
Class and Year Group:	Year 9
Assessment period:	Thursday 7 th January 2021
Title:	Rank Order Attainment Examination
Paper Length:	One Synoptic paper – 1 Hour 15 mins

The following topics will be covered in test:

- Human organ systems
- Digestive System
- Respiratory System
- Reactivity Series of Metals
- Acid Reactions
- Displacement Reactions
- Formation of ions
- Electrical Circuit Symbols
- Series and Parallel Circuits
- Current, Potential Difference and Resistance
- Static Electricity
- Electromagnetism

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

For revision use:

- Exercise books
- Oak National Online Lessons:
 - Biological Systems: <https://classroom.thenational.academy/units/biological-systems-and-processes-bf5a>
 - Reactivity: <https://classroom.thenational.academy/units/reactivity-609c>
 - Particle Model: <https://classroom.thenational.academy/units/particles-f50c>
 - Electricity: <https://classroom.thenational.academy/units/electricity-and-magnetism-ab64>
- Knowledge organisers available from teachers
- Seneca Online Platform: <https://app.senecalearning.com/dashboard/join-class/bdvav6u62w>

History

Subject:	History: American West
Class and Year Group:	Year 9
Assessment period:	Tuesday 5 th January 2021
Title:	Rank Order Attainment Examination
Paper Length:	45 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.

Geography

Subject:	Geography
Class and Year Group:	Year 9
Assessment period:	Wednesday 6 th January 2021
Title:	Rank Order Attainment Examination
Paper length:	One paper, 50mins in length

In this assessment you will be tested on Climate Change.

Climate Change

The following topics will be covered:

- Global temperature change
- Evidence for climate change
- Natural causes of climate change
- The enhanced greenhouse effect
- Green house 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

For revision use:

- Climate Change knowledge organisers.
- Exercise books
- Oak National lessons on Climate Change: <https://teachers.thenational.academy/units/climate-change-68ab>

Spanish

Subject:	Spanish
Class and Year Group:	Year 9
Assessment period:	Thursday 7 th January 2021
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

Instrument Skills Assessment

Piano:

Ability to use both hands with confidence

Correct use of finger positioning

Ability to keep time when performing as a soloist or as part of an ensemble

Guitar:

Finger picking and Chord Strumming Technique

Ability to perform chords on acoustic/electric guitar

Ability to perform baseline riffs when using the bass guitar

Ability to keep time when performing as a soloist or as part of an ensemble

Drums:

Keeping steady and consistent beat when performing as a soloist or as part of an ensemble

Ability to improvise your own drum fills to accompany a group performance

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

The Treble Clef

The Bass Clef

Note Values

Revision Sites:

<https://www.educationquizzes.com/specialist/music-theory/grade-1-note-values/>

<http://musictheoryfundamentals.com/Quiz/notesOnTrebleQuiz.php>

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

Media Studies

Subject:	Media
Class and Year Group:	Year 9
Assessment period:	In class assessment
Title:	Rank Order Attainment Examination
Paper length:	One paper, one hour

ROA Revision

Paper 1 Skills to revise:

What does genre mean?

What are the key conventions of an action adventure film?

What are the key features needed on a film poster and DVD cover?

How are film trailers used to catch the audience's attention?

What are 2 different ways people can be an active audience when it comes to a moving image production

What are the key conventions of music genres?

How does a record company create a successful marketing campaign?

How do musicians promote themselves via social media

What are the key conventions you would need to feature on an advert for a new chart release?

What are the aspects you'll need to feature on a tour poster?

How do young people show their identity when they want to show people what music they are into?

Homework

Vinyl records are making a comeback. Research what vinyl records are and what you need to play them on.

Plan and design a front Album cover for your new band

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 in order 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.

Notes
