

Year 9

Revision Booklet













Mid-Year Exams

January 2025



Please use the hyperlinks below to access each revision list.

<u>Revision tips</u>	<u>Assessment timetable</u>	<u>Revision planner</u>
P. 3	P. 4-5	P. 6

<u>English</u>  P. 7	<u>Maths</u>  P. 8	<u>Science</u>  P. 9	<u>RE</u>  P. 10
<u>PE</u>  P. 11-12	<u>Music</u>  P. 13	<u>French</u>  P. 14	<u>Spanish</u>  P. 15
<u>History</u>  P. 16	<u>Geography</u>  P. 17	<u>Drama</u>  P. 18	<u>Art</u>  P. 19

Year 9 Revision tips

Revising means going back to material you have already learned in class to:

**Make sure you understand it
Memorise it**

Here are 5 tips for revision to help you get off to a flying start.

1. Draw up a revision timetable

Research shows that revising for 30-40 minutes of work followed by a short break is the most effective way to prepare for assessments. It is also best to split your time between different subjects rather than doing a whole evening on just one. Plan your revision in advance, don't leave it until the night before the assessment.

2. Use the checklists in this booklet

Use the checklists and resources suggested by your teachers in the following pages to track what topics you have covered for each subject. Use RAG rating to show how confident you are with each area and go back over any that you've marked Red or Amber. Online platforms show which areas you are weakest in and need to prioritise.

3. Flashcards, Revision posters and mind-maps

Flashcards are made using index cards which you can buy from any good stationery shop. Making your own revision materials helps you revise and is much more effective than just highlighting your book.

4. Teach someone or study in small groups /peers

You can't teach someone else effectively unless you understand it yourself, so practice with other people is a great way to revise.

5. Find a quiet space

This is a straightforward one! Put your phone away and remove as many distractions as you can. If you don't have a quiet space at home, you can stay after school and use the library.

Work as hard as you can and then be happy in the knowledge you couldn't have done anymore.

Good luck!



Y9 Assessment Timetable



Week B	Monday 20 th Jan	Tuesday 21 st Jan	Wednesday 22 nd Jan	Thursday 23 rd Jan	Friday 24 th Jan
P1	Z band science – 60 mins Theatre space	Z3 French reading, listening & writing – 60 mins In class	Z4 History – 60 mins Theatre space	External Y9 event in the theatre space.	
P2		Y3 Geography – 60 mins Theatre space			
Tutor time					
Break					
P3	Z1 & Z2 French reading, listening & writing – 60 mins In class	Z4 & Y2 Geography – 60 mins Theatre space	Y2 Spanish reading, listening & writing – 60 mins In class	External Y9 event in the drama studio.	Y9 Z & Y English – 2 x 45 mins
P4	Y1 & Y3 Spanish reading, listening & writing – 60 mins In class	Z3 History – 60 mins Theatre space			
				Z1 RE – 45 mins In class	Y2 History- 60 mins Theatre space
Lunch					
P5		Y band Maths – 60 mins Theatre space	Z1, Y1 & Y3 History – 60 mins Theatre space	Z3 & Y2 RE – 45 mins In class	Z band Maths – 60 mins Theatre space
P6			Z2 Geography – 60 mins Theatre space		Y band Science – 60 mins Theatre space

[Return to contents.](#)



Week A	Monday 27th Jan	Tuesday 28th Jan	Wednesday 29th Jan
P1		Y3 RE – 45 mins	Z1 Geography – 60 mins
P2		In class	Theatre space Z2 & Z4 RE – 45 mins In class
Tutor time			
P3			Z3 Geography – 60 mins Theatre space
P4			Z2 History – 60 mins Theatre space
Classes			Z3 & Z2
P5			
P6			

[Return to contents.](#)

Weekly revision planner



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 am							
9 am							
10 am							
11 am							
12 pm							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							



Resources:

- 1) English Yr 9 Revision Pack + knowledge organiser
- 2) Exercise book containing teacher writing feedback + targets
- 3) Non-fiction writing video guides on Teams + Oak Academy lessons

Exam content:

Section A: A View from the Bridge - students are given choice of a character and theme question from below and will need to write an extended response. **Section B:** write a non-fiction piece of text.

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Miller's portrayal of Eddie		
Miller's portrayal of Catherine		
Miller's portrayal of Beatrice		
Miller's ideas about gender		
Miller's ideas about pride		
Miller's ideas about jealousy		
How to structure an argument		
Writing intro + conclusion		
Understanding of rhetoric		

Subject specific top tips:

- 1) It is a closed book exam; therefore students will need to have a confident understanding of the plot, characters, events and themes of the play. Memorising lots of quotes is not essential but you must reference specific moments in the text.
- 2) Practise writing under timed conditions using essay plans in revision pack.
- 3) Students must aim to write 3-4 paragraphs on the given topic for Section A.
- 4) Students must evidence their ideas using references or quotes from the text. Direct text should be written inside 'quote marks'.
- 5) Students should spend 45 mins on Section A + 45 mins on Section B.



Resources:

- 1) Sparx Maths
- 2) Corbett Maths
- 3) Maths Genie

Exam content:

Topic / Skill	Sparx Maths Clips	Revised (date & time)	Self-quizzed (date & time)
Decimal Manipulation	U417, U478, M462, U735, U127, U293, U453, U868, U976		
Estimation and Limits of accuracy	U480, U298, U731, U965, U225, U657, U587, U108, U301		
Related Calculations	U735		
HCF & LCM of large numbers	U211, U751, U529, U236, U739, U250		
Fraction Calculations	U736, U692, U793, U475, U224, U544, U538, U881, U916, U163		
Algebraic Manipulation	M795, U613, M830		
Index Laws	U105, U622, U103, U437, U685, U457, U824		
Standard Form	M719, M678, GCSE content: U264, U290		
Expanding & Factorising	U179, U365, U768, U178, U963		
Decimal Manipulation	U417, U478, M462, U735, U127, U293, U453, U868, U976		

Subject specific top tips:

- 1) ALWAYS show your working out.
- 2) "NOT TO SCALE" You can't measure the lines/angles on this shape as they are not drawn accurately!
- 3) READ, READ and READ the question!!!
- 4) Finished the exam early? Go back and check over every single question.

[Return to contents.](#)

Topic / Skill	Oak Academy Links	KO p.no.
Reactivity	<ul style="list-style-type: none"> • Electron configuration https://continuityoak.org.uk/Lessons?r=1589 • Ions https://continuityoak.org.uk/Lessons?r=1390 • Chemical formulae https://continuityoak.org.uk/Lessons?r=1391 • Symbol equations https://continuityoak.org.uk/Lessons?r=1392 • Acids and metals https://continuityoak.org.uk/Lessons?r=1393 • Acids and metal oxides https://continuityoak.org.uk/Lessons?r=1394 • Metal and salt https://continuityoak.org.uk/Lessons?r=1395 • Metal and carbonates https://continuityoak.org.uk/Lessons?r=1396 • Neutralisation https://continuityoak.org.uk/Lessons?r=1397 • Reactivity series https://continuityoak.org.uk/Lessons?r=1400 • Metal ores https://continuityoak.org.uk/Lessons?r=1402 • Displacement https://continuityoak.org.uk/Lessons?r=1403 • Alloys https://continuityoak.org.uk/Lessons?r=1404 • Review https://continuityoak.org.uk/Lessons?r=1407 	23
Forces in action	<p>Please watch the revision videos first.</p> <ul style="list-style-type: none"> ○ Levers and pivots: https://continuityoak.org.uk/Lessons?r=1361 ○ Moments and balance: https://continuityoak.org.uk/Lessons?r=1378 ○ Work done: https://continuityoak.org.uk/Lessons?r=1381 ○ Simple machines: https://continuityoak.org.uk/Lessons?r=1383 ○ Investigating elastic objects: https://continuityoak.org.uk/Lessons?r=1384 ○ Hooke's law: https://continuityoak.org.uk/Lessons?r=1385 ○ Moments and work revision: https://continuityoak.org.uk/Lessons?r=1387 ○ Elastic objects revision: https://continuityoak.org.uk/Lessons?r=1388 	25

Science specific top tips:

- 5) Make sure all graphs and diagrams are drawn in pencil
- 6) Line of best 'fit' is either a straight line or a smooth curve. Roughly half the points should be on either side of the line of best fit
- 7) Remember, we do not use the word **amount** in science, instead we use *volume*, *concentration* or *mass* depending on the question
- 8) When calculating the mean make sure you do **NOT** include any anomalies
- 9) After calculations, make sure you use the correct units
- 10) When describing just say 'what you will see'
- 11) When explaining you are giving reasons as to why something happens

[Return to contents.](#)



Resources:

- 1) Exercise books
- 2) Assessment mind map

Exam content:

This assessment focusses on:

- Knowledge & understanding of the Life and death unit.
- The assessment consists of a range of short answer questions and will also assess the ability of students to show both sides of an argument through extended writing.

Topic:	Revised (date & time)	Self-quizzed (date & time)
Morality and Ethics: What's the right thing to do		
Thomas Aquinas and Natural law		
Criticism of Natural law		
Situation Ethics		
Criticisms of Situation Ethics		
The Sanctity of Life and the Quality of Life		
Abortion		
Euthanasia		
Capital Punishment		
Animal rights		

Subject specific top tips:

- Students will make **mind maps/flashcards** using their **exercise books**.
- Students will make effective use of self-quizzing to revise key content.
- Students should take the initiative to see their teacher to clear up any misconceptions/questions before the exam.



Assessment Areas:

1. Theory out of 10
2. Practical (skills) out of 10
3. Practical (full context) out of 15

Theory Key Words	Revised (date & time)	Self-quizzed (date & time)
Physical Training		
Specificity		
Progressive overload		
Reversibility		
Tedium		
Health		
Invasion games		

In their given sport students are taught several skills within practices that get progressively more challenging. Students are assessed formatively throughout the term and then take part in a summative assessment at the end of the term where their skills and ability to perform in competition are graded.

Practical		
Topic / Skill: Invasion & Net Games (Basketball, Football, Rugby, Tennis)	Revised (date & time)	Practiced (date & time)
Please see below for list of skills for each sport		

[Return to contents.](#)

Key Skills

Sport	Skills
Basketball	<ol style="list-style-type: none"> 1. Dribbling – using both hands, change of pace and direction. 2. Passing – chest, javelin, bounce, overhead, use of the fake. 3. Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing. 4. Shooting – lay-up, set shot, jump shot, free shot, use of the fake. 5. Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).
Football	<ol style="list-style-type: none"> 1. Passing/receiving – either foot. 2. Dribbling/moving with the ball – either foot. 3. 3. Shooting – at goal OR wing play and crossing for attackers OR playing a through ball to attackers. 4. Heading. 5. Tackling, jockeying, closing down and marking.
Rugby	<ol style="list-style-type: none"> 1. Handling (passing and receiving, long and short, at varying pace, push, spin, switch/scissors).
Tennis	<ol style="list-style-type: none"> 1. Service – power, placement and variation (eg slice). 2. Groundstrokes – forehand, backhand and drop shot. 3. Volleys – forehand and backhand. 4. Smash – to show power and/or placement. 5. Lobs – forehand and backhand.



Resources:

- 1) Music Theory Booklet
- 2) Vamoosh and music scores
- 3) Instrument

Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Performance:		
Accuracy (<i>Correct notes, correct rhythm</i>)		
Interpretation and ensemble skills (<i>Dynamics, articulation, communication</i>)		
Technique (<i>Hand and finger positions</i>)		
Listening, Aural and Theory:		
Time Signature		
Note Values		
Note names		
Riff		
Chords (Primary and Secondary)		
Triads		
Tonality (Major, minor)		
Cadences (Perfect and Imperfect)		

Subject specific top tips:

- Practice slowly to get intonation and rhythm accurate
- Focus on holding instrument correctly
- Try to get a good clear sound from your instrument
- Play all dynamic and articulation markings

[Return to contents.](#)



Year 9 French

Resources:

- 1) Vocabulary booklets and exercise books
- 2) Languagenut homework and courses
- 3) Sentence builders in books and knowledge organisers

Exam content:

Listening, Reading and writing papers on above topics

Topic	Revised (date & time)	Self-quizzed (date & time)
Relationships with family and friends		
Character description and relationships		
Expressing preferences about people and free time activities		
Future plans for outings e.g. je vais aller... je vais jouer...		
Narrating outings and events in the past e.g. je suis allé... j'ai joué...		
Types of food and opinions		
Festivals and traditions		
A selection of festival and traditions from TL countries		
Opinions and comparisons between countries/cultures		

Subject specific top tips:

- In writing, remember to develop your writing using connectives, use justified opinions and include more than one tense.
- Spelling (including accents) is important.
- Make sure you can use connectives (et, mais, aussi, cependant), opinions, present tense, irregular verbs 'avoir' and 'être', simple past tense phrases such as je suis allé..., simple future tense phrases such as je voudrais aller... je vais aller...

[Return to contents.](#)



Resources:

- 1) Vocabulary booklets and exercise books
- 2) Languagenut homework and courses
- 3) Sentence builders in books and knowledge organisers

Exam content:

Listening, Reading and writing papers on above topics

Topic	Revised (date & time)	Self-quizzed (date & time)
Relationships with family and friends		
Character description and relationships		
Expressing preferences about people and free time activities e.g. opinion phrases		
Future plans for outings e.g. voy a jugar... me gustaría ir....		
Narrating outings and events in the past e.g. fui a.... jugué...visité		
Types of food and opinions		
Festivals and traditions		
A selection of festival and traditions from TL countries		
Opinions and comparisons between countries/cultures		

Subject specific top tips:

- In writing, remember to develop your writing using connectives, use justified opinions and include more than one tense.
- Spelling (including accents) is important.
- Make sure you can use connectives (y, pero, también, sin embargo), opinions, present tense, irregular verbs 'hacer' and 'jugar', simple past tense phrases such as fui a... fue divertido, simple future tense phrases such as me gustaría ir a....voy a visitar...

[Return to contents.](#)



Resources:

- 1) Seneca Learning www.senecalearning.org.uk Section 14.1 and 14.2
- 2) BBC Bitesize KS3 History [The fight for female suffrage - KS3 History - BBC Bitesize](#) [Causes of World War One - World War One - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](#)
- 3) Your exercise book and Knowledge Organiser

Exam content

Topic / Skill	Revised	Self-quizzed
Topic: How and why did a world war break out in 1914?		
Topic: How and why did women gain the right to vote in 1918?		
Skill: Historical knowledge, including chronology (events in date order)		
Skill: working with sources: the message and the purpose of a source		
Skill: understanding historical interpretations (evidence used, agree/disagree with the argument made by the historian)		
Skill: 'How far do you agree' essay (ability to agree/disagree with a statement using evidence. Answer requires an introduction, x3 PEE paragraphs and a conclusion)		

Subject specific top tips:

- Answer **all** the multiple-choice questions – it is better to guess than to leave blank!
- Source usefulness – read the source carefully before answering the questions. **Provenance** means where/when/who the source came from
- **Interpretations** are written after the events by a **historian** using evidence. Historians disagree or have different interpretations of the past. There are many reasons for these differences.
- In your 'How far do you agree?' answer, make sure you give two sides of the argument and reach a conclusion
- Include **detailed examples** to support your points in extended written answers
- Use the planning space provided for the extended writing question – this is worth 1 mark.
- Check your spelling, punctuation and grammar in the final question as there are 3 marks available for this.

[Return to contents.](#)



Resources:

- 1) Knowledge Organisers on **Climate Change** and **Coasts**
- 2) Revision cards that you have made
- 3) Your exercise book

Examination content:

Topic / Skill:	Revised (date & time):	Self-quizzed (date & time):
Section A Climate change		
9.1.1 Can describe the evidence to suggest that the world's climate is changing.		
9.1.2 Can explain the natural and human processes which cause climate change.		
9.1.3 Can discuss the different impacts that climate change will have globally.		
9.1.4 Assess the effectiveness of methods used in response to climate change.		
Section B Coasts		
8.1.1 Explain the processes that lead to the formation of erosional landforms and the resulting features.		
8.1.2 Explain the processes that lead to the formation of depositional landforms and the resulting features.		
8.1.3 To be able to explain the causes and impacts of coastal erosion.		
8.1.4 Explain how hard engineering strategies can be used to manage coastal erosion.		

Subject specific top tip:

Remember to follow the **Point => Develop => Double-Develop** method of writing when responding to 9-mark questions. To gain the 9th mark you must use **place-specific information** in **both** paragraphs. You must write a short conclusion which makes a decision about whether something was **effective** or not, or whether the **impacts** were **positive** or **negative** overall.

Paragraphs	Possible sentence stems:
First paragraph:	
Point	One method/one impact is [including place-specific information]
Develop	This means
Double-Develop	This leads to/as a result
Second paragraph:	
Point	Another method/another impact is [including place-specific information]
Develop	This means
Double-Develop	This leads to/as a result
Conclusion:	
Short conclusion	Overall, the strategy is very/quite/not very effective because Overall, the impacts are very/quite/not very positive/negative because

[Return to contents.](#)



Resources:

- 1) "Slow Time" script (to remind you of the overall context)
- 2) Scripted extract of Nabs' monologue with multi-roling opportunities
- 3) Example of written response

Exam content:

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Directing: Considering how you would guide your group to experiment with:		
Stage space (<i>levels & proxemics</i>)		
Physicality (<i>face, movement & gesture</i>)		
Vocal skills (<i>tone, pace, emphasis, volume</i>)		
Acting: Learning your lines and practising your use of:		
Stage space (<i>levels & proxemics</i>)		
Physicality (<i>face, movement & gesture</i>)		
Vocal skills (<i>tone, pace, emphasis, volume</i>)		
Evaluation: Considering how you would descriptively write how and why you used:		
Stage space (<i>levels & proxemics</i>)		
Physicality (<i>face, movement & gesture</i>)		
Vocal skills (<i>tone, pace, emphasis, volume</i>)		

Subject specific top tips:

- In the **directing assessment**, ensure you give ideas to your group, work with their ideas and for highest marks, develop their ideas further.
- In your **performance**, be confident and expressive to show real contrasts between your characters, considering **varied vocal delivery and physicality**.
- In the **written evaluation**, write in a way that your reader can fully picture how you would explore the scripted extract, using terminology above.

[Return to contents.](#)



Resources:

- 1) Knowledge organiser sheet to learn key words and terms.
- 2) Exercise books
- 3) Revision check list

Exam content: You are assessed on these three areas:

Investigation: How have you experimented with new materials and techniques in your sketchbook?		
Implementation: How have you used these new materials and techniques in your sustained piece of work?		
Evaluation: Considering how you would descriptively write how and why you used the key terms/skills.		
Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Context		
Mark making & texture		
Pattern		
Zentangle		
Symbolism		

Subject specific top tips:

- Revise the main features of a Zentangle artwork.
- Practice how to draw outlines of a subject accurately using basic shapes.
- Practice adding pattern correctly using mark making techniques.
- Practice using correct spelling and grammar in your writing.