

Subject: Art

Year Group: 9

The assessment will be in the form of: Practical Class work

Length of assessment: 2 weeks

Date of Assessment: 21.10.24

<p>What do we want the Pupils to Know or Master:</p> <p>Th importance of the formal elements in art. This half term students will explore line and how it is produced in the form of ‘mark making’.</p>	<p>The student will demonstrate (success criteria):</p> <p>How to effectively produce mark making techniques</p> <p>Identify the formal element of LINE in art and how it appears</p> <p>Control a variety of materials to produce LINE outcomes</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>The Formal elements of art with in landscapes.</p>	<p><i>Formal elements</i></p> <p><i>Line</i></p> <p><i>Texture</i></p> <p><i>Pattern</i></p>	<p><i>Composition</i></p> <p><i>Observation studies</i></p> <p><i>Material experiments</i></p>	<p>Refer back to outcomes in your book that explored mark making in different material experiments.</p>

<p>What prior learning does this link to?</p> <p>The formal elements of art (explored in Yr7).</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Equips students with a sound knowledge of the formal elements and how they are all equally important in producing a final piece of art.</p>
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Resources to support your success

Reference in your sketchbooks

Handouts on show my homework

Recommended website links

[Formal Element: Line](#)

[Formal Elements of Art](#)

[Sketchbook Examples of the Formal Elements in Art](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Biology **Year Group: 9**

The assessment will be in the form of: *Exam paper*

Length of assessment: *60 mins*

Date of Assessment: **w/c 18/11/24**

<p>What do we want the Pupils to Know or Master:</p> <p>First section of the required information for the Biology GCSE exam</p> <p><i>Cell structure and transport</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Detailed content revision ✓ Preparation of exam questions/techniques ✓ Show good understanding of Command words ✓ Use of specialist terminology ✓ Retrieve and recall key topic vocabulary ✓ Application of concepts in different contexts ✓ Reading questions carefully and providing key terminology in answers
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>1 Cells and organisation</p> <p>Chapter B1 Cell structure and transport</p> <p>B1.1 The world of the microscope</p> <p>B1.2 Animal and plant cells</p> <p>B1.3 Eukaryotic and prokaryotic cells</p> <p>B1.4 Specialisation in animal cells</p> <p>B1.5 Specialisation in plant cells</p> <p>B1.6 Diffusion</p> <p>B1.7 Osmosis</p>	<ul style="list-style-type: none"> • <i>See topic list</i> 	<ul style="list-style-type: none"> • <i>See topic list</i> 	<p>Create revision notes you will be able to reuse throughout your GCSE.</p> <p>Practice exam questions and look at mark schemes to become familiar with exam style answers: see link to past papers below</p>

<p>What prior learning does this link to?</p> <p>All lessons taught since the start of September 24</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Ongoing as part of the GCSE to cover whole of the Biology specification, as part of the 17 units that need to be studied</p>
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Resources to support your success

Kerboodle textbooks online

Revision guides

Seneca Learning tasks

Bbcbiteseize

<https://www.bbc.co.uk/bitesize/guides/zpqpqhv/revision/1>

AQA assessment materials:

https://www.savemyexams.com/gcse/biology_combined-science/aqa/-/pages/past-papers/

Youtube videos:

<https://www.youtube.com/watch?v=HBZcpzr5B2g&list=PL9louNCPbCxVU74eQtCcqbaQdYmwzAnlC>

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

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 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
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Subject: Business Studies

Year Group: 9

The assessment will be in the form of: *60 question quiz (45 minutes)*

Date of assessment: 9A – 5th December, 9B – 4th December, 9C – 9th December

<p>What do we want the Pupils to Know or Master:</p> <p>Topic 1: Ownership, Size and Scale / Entrepreneurship</p> <p>Topic 2: Market Research</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Knowledge of the types of ownership, size and scale options, customer needs and market research understanding ✓ Comprehension of advantages and disadvantages of ownership types and market research methods ✓ Application of successful entrepreneurial skills understanding ✓ Justification of business decisions applicable to case studies
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Unit 1: The Role and Work of the Public Services</p> <p><u>Topic 1</u> Ownership, Size and Scale / Entrepreneurship <i>What is a business; why and how they are set up; advantages and disadvantages of ownership types, personal assets and liability; entrepreneurial skills.</i></p> <p><u>Topic 2</u> Market Research <i>Customer needs; primary and secondary methods; advantages and disadvantages; analysing data; aims and objectives; competitors.</i></p>	<ul style="list-style-type: none"> - <i>Sole Trader, Partnership</i> - <i>Private (Ltd), Public (Plc)</i> - <i>Franchises, Franchisee, Franchisor</i> - <i>Liability (Limited and Unlimited)</i> - <i>Personal Assets</i> - <i>Entrepreneur</i> - <i>Customer Needs and Competitors</i> - <i>Primary and Secondary Research</i> - <i>Analysing Data (Quantitative and Qualitative)</i> 	<ol style="list-style-type: none"> 1. Revision Knowledge Organisers 2. Keyword Flashcards 3. Lessons Slide and Activities 4. Revision Booklet

<p>What prior learning does this link to?</p> <p>Topic 1: Ownership, Size and Scale / Entrepreneurship</p> <p>Topic 2: Market Research</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Topic 3: Influences on Business Links to all future GCSE content (Edexcel GCSE Business Theme 1 and 2)</p>
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Resources to support your success

[Knowledge Organisers](#) for Topic 1 & 2 (slide 1 and 2)

Personal Revision Materials

Checkpoint Assessment Feedback

In Class Step-by-step paper walkthrough

YouTube

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

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Subject: Chemistry **Year Group: 9**

The assessment will be in the form of: *Exam paper*

Length of assessment: *60 mins*

Date of Assessment: **w/c 18/11/24**

<p>What do we want the Pupils to Know or Master:</p> <p>First 2 sections of the required information for the Chemistry GCSE exam</p> <p><i>Atomic structure</i> <i>The Periodic table</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Detailed content revision ✓ Preparation of exam questions/techniques ✓ Show good understanding of Command words ✓ Use of specialist terminology ✓ Retrieve and recall key topic vocabulary ✓ Application of concepts in different contexts ✓ Reading questions carefully and providing key terminology in answers
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Chapter C1 Atomic structure</p> <p>C1.1 Atoms C1.2 Chemical equations C1.3 Separating mixtures C1.4 Fractional distillation and paper chromatography C1.5 History of the atom C1.6 Structure of the atom C1.7 Ions, atoms, and isotopes C1.8 Electronic structures</p> <p>C1 Summary questions C1 Practice questions</p> <p>Chapter C2 The periodic table</p> <p>C2.1 Development of the periodic table</p>	<ul style="list-style-type: none"> • <i>See topic list</i> 	<ul style="list-style-type: none"> • <i>See topic list</i> 	<p>Create revision notes you will be able to reuse throughout your GCSE.</p> <p>Practice exam questions and look at mark schemes to become familiar with exam style answers: see link to past papers below</p>

<p>What prior learning does this link to?</p> <p>All lessons taught since the start of September 24</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Ongoing as part of the GCSE to cover whole of the Chemistry specification, as part of the 12 units that need to be studied</p>
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Revision and Resources

<p>Resources to support your success</p> <p>Kerboodle textbooks online</p> <p>Revision guides</p> <p>Seneca Learning tasks</p> <p>Bbcbitsize</p> <p>https://www.bbc.co.uk/bitesize/guides/zy4pmsg/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z3jy6yc/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zwn8b82/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zwt2k2p/revision/1</p> <p>AQA assessment materials:</p> <p>https://www.savemyexams.com/gcse/chemistry_combined-science/aqa/-/pages/past-papers/</p> <p>Youtube videos:</p> <p>https://www.youtube.com/watch?v=nUzOxy9V-K0&list=PL9IouNCPbCxULWXC09jt0PsuAbxYpw2_1</p> <p>Study Skills Booklet (relevant for all year groups and subjects)</p> <p>Revision and Study Skills.pdf</p>

Assessment Preparation

Subject: Computer Science

Year Group: 9

The assessment will be in the form of: *Written paper*

Length of assessment: *40 Minutes*

Date of Assessment: 2nd Dec 2024

<p>What do we want the Pupils to Know or Master:</p> <ul style="list-style-type: none"> • Boolean Logic • Python Programming – Sequence; Selection (IF-Else) 	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Knowledge of the Truth Tables for each logic gate ✓ Knowledge of drawing Logic diagrams for given scenarios ✓ Drawing flow charts and writing Pseudo code to solve a problem
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Boolean Logic - AND, OR, NOT gates; drawing Truth Tables; drawing Logic Diagrams Data Types – Integer; Real; Boolean; Text; Casting Python Programming – Sequence; Selection (IF-Else)	Boolean Logic - AND, OR, NOT gates; drawing Truth Tables; drawing Logic Diagrams Variable; Constants	Abstraction; Decomposition; Pseudocode; Flowchart; Data Types – Integer; Real; Boolean; Text; Casting Arithmetic operators - + - * / Mod DIV ^
		<ol style="list-style-type: none"> 1. Teams lessons/Notes 2. Revision Knowledge Organisers

<p>What prior learning does this link to?</p> <p><i>Boolean Logic</i> <i>Data Types</i> <i>Python Programming – Sequence; Selection (IF-Else)</i></p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p><i>Python Programming – Iteration (While loops)</i></p>
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Resources to support your success

Knowledge Organisers: [Boolean](#) [Data types](#)

Teach-ict website username: hp52rg password: gateway5
TEAMs lessons

<https://student.craigndave.org/videos/slr1-2-memory-and-storage>

<https://student.craigndave.org/videos/slr2-4-boolean-logic>

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

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Subject: Dance

Year Group: 9

The assessment will be in the form of: *practical activity, quiz and online terminology test*. Length of assessment: *60 minutes* Date of Assessment: 18th November theory and 25th November practical

<p>What do we want the Pupils to Know or Master:</p> <p><i>To perform with accuracy technical phrases that clearly demonstrate the physical skills</i></p> <p><i>To learn, choreograph and perform a phrase of movement with accurate physical, expressive and mental skills.</i></p> <p><i>Define, categorise and use dance terms correctly and applying this knowledge within written exam responses.</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Learn and choreograph a phrase demonstrating accurate technical, physical, expressive and mental skills. ✓ Demonstrate clear physical skills within technique phrases ✓ Work well within a group, contributing dance ideas ✓ Perform with confidence ✓ Use, apply and define dance terminology correctly. ✓ Use subject specific terminology within written examination responses
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Technique</p> <p>Introduction to dance- Game of Survival performance</p> <p>Terminology: Section A</p>	<p><i>Body actions</i></p> <p><i>Spatial components</i></p> <p><i>Dynamic qualities</i></p> <p><i>Relationship</i></p> <p><i>Physical skills</i></p> <p><i>Expressive skills</i></p> <p><i>Mental skills</i></p> <p><i>Technical skills</i></p> <p><i>Motif development</i></p>		<ul style="list-style-type: none"> • Watch dance videos and performances online- either YouTube, Netflix etc, or BBC Bitesize of dance routines to build your knowledge of dance movement. • Revise terminology – flash cards/mind maps of terminology. • Rehearse Game of survival and technique phrases from class.

<p>What prior learning does this link to?</p> <p>Building upon knowledge of the elements of dance learnt at Key Stage 3.</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>GCSE written paper – Section A .</p> <p>Choreography</p> <p>Performance in a duet/trio</p>
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Resources to support your success

Year 8 Knowledge Organiser

[Dance - OneDrive \(sharepoint.com\)](#)

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

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- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
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Assessment Preparation

Subject: GCSE DRAMA

Year Group: 9 / 10

The assessment will be in the form of: Quiz and Practical Performance

Length of assessment: 1 Hour

Date of assessment: October

What do we want the Pupils to Know or Master:

The key concepts of these four practitioners / theatrical styles

Stanislavski (Naturalism/Realism)

- **Emotional Memory:** Actors use their own past experiences to evoke genuine emotions in performance.
- **Magic If:** Actors imagine how they would behave "if" they were in the character's situation.
- **Given Circumstances:** Understanding the character's background, environment, and relationships to create a realistic portrayal.
- **Objective:** The character's goal or desire drives their actions.
- **Subtext:** Understanding the underlying meaning behind a character's lines and behavior.

Bertolt Brecht (Epic Theatre)

- **Verfremdungseffekt (Alienation Effect):** Techniques to prevent the audience from emotionally identifying with characters and situations, encouraging critical reflection.
- **Breaking the Fourth Wall:** Actors directly address the audience to remind them they are watching a play.
- **Narration and Songs:** These interrupt the action to comment on the narrative, making the audience think.

The student will demonstrate (success criteria):

The ability to apply these techniques practically to produce work in different theatrical styles – Brecht, Artaud, Stanislavski, Physical Theatre

The ability to answer simple questions about Brecht's Epic Theatre, Artaud's Theatre of Cruelty, Stanislavski's Naturalism and Physical Theatre.

- **Gestus:** The use of gestures or attitudes to reveal social relations or political themes.

Antonin Artaud (Theatre of Cruelty)

- **Sensory Overload:** Use of intense lighting, sound, and visual effects to jolt the audience into a visceral experience.
- **Physicality and Ritualistic Performance:** Focus on movement and the body to communicate emotions, sometimes over dialogue.
- **Subconscious Expression:** Tapping into primal fears and desires, often through disturbing or chaotic imagery.
- **Breaking Language:** Using non-verbal sounds, screams, and gibberish to transcend traditional language and connect with deeper emotions.

Physical Theatre

- **Movement as Primary Language:** Focuses on the body's ability to communicate ideas and emotions, often replacing or supporting text.
- **Mime and Gesture:** Emphasis on precise physical gestures to convey meaning.
- **Ensemble Work:** Collaborative group performances where the physical interactions between actors are key to the storytelling.
- **Visual Storytelling:** Incorporating elements like dance, acrobatics, and visual imagery to create dynamic performances.

Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Stanislavski</p> <p>Brecht</p> <p>Artaud</p> <p>Physical Theatre</p>	<ul style="list-style-type: none"> • • <i>Stanislavski</i> • <i>Emotion</i> • • <i>Memory</i> • <i>Magic If</i> • • <i>Given</i> • <i>Circumstances</i> • • <i>Objective</i> • <i>Subtext</i> • • <i>Artaud</i> <i>Sensory overload</i> • <i>Physicality</i> • <i>Ritualistic</i> • <i>movement</i> • <i>Subconscious</i> • <i>Expression</i> • <i>Breaking</i> • <i>Language</i> 	<ul style="list-style-type: none"> • <i>Brecht</i> • <i>Breaking the fourth wall</i> • <i>Narration</i> • <i>Song & Dance</i> • <i>Gestus</i> • <i>Physical Theatre</i> • <i>Movement</i> • <i>Mime</i> • <i>Gesture</i> • <i>Ensemble</i> • <i>Lifts</i> • <i>Dance</i> • <i>Choral</i> • <i>Movement</i> 	<p>Revision of key practitioners</p> <p>Application of skills in lesson</p>

<p>What prior learning does this link to?</p> <p>The study of practitioners and theatrical styles throughout KS3 and KS4</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>We consistently revisit these key practitioners in GCSE, A LEVEL and at DEGREE level</p>
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Resources to support your success

BRECHT

<https://www.cirencesterkingshill.gloucs.sch.uk/assets/Shadow-Curriculum-2021/22/Term-1/Drama/y9/Brecht-Lessons.pdf>

ARTAUD, BRECHT, STANISLAVSKI

<https://asfaonline.org/wp-content/uploads/2021/07/y9.pdf>

Expand your knowledge and understanding! – useful websites/podcasts/videos etc...

One Stop-Shop – www.essentialdrama.com – featuring interviews and links to important practitioners, companies, styles, etc.

BBC Bitesize - <https://www.bbc.com/bitesize/subjects/zbckjxs> - covers everything from creating to evaluating, and lots of handy videos.

Techniques, Practitioners, Video Links - <https://www.bgsperformingarts.com/drama.html>

Frantic Assembly – <https://www.youtube.com/user/franticassembly>

National Theatre - <https://www.youtube.com/user/ntdiscovertheatre>

Study Skills Booklet (relevant for all year groups and subjects) [Revision and Study Skills.pdf](#)

Subject: English

Year Group: 9

The assessment will be in the form of: *an analysis of how language is used for effect in an extract from your class novel.*

Length of assessment: *50 minutes planning / 50 minutes written response*

Date of Assessment: *Week beginning Monday November 11th*

<p>What do we want the Pupils to Know or Master: <i>The structure of an analytical response using PEAR: point/ evidence/ analysis/relate (to context)</i></p> <p><i>Structure writing through effective use of punctuation and paragraphs</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ <i>Clear, explained response to task and whole text.</i> ✓ <i>Effective use of references to support explanation</i> ✓ <i>Clear explanation of writer’s methods with appropriate use of relevant subject terminology.</i> ✓ <i>Understanding of effects of writer’s methods to create meanings.</i> ✓ <i>Clear understanding of ideas/perspectives/ contextual factors</i>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>English Literature (class novel) Exploring: Character Theme Context Language for specific effect (e.g. tension / sympathy)</p>	<p><i>You could include the writer’s choice of:</i></p> <ul style="list-style-type: none"> • <i>words and phrases</i> • <i>language features and techniques</i> • <i>sentence forms.</i> <p><i>(short, compound, complex</i></p>	<p><i>Metaphor</i> <i>Simile</i> <i>Personification</i> <i>Alliteration</i> <i>Verbs</i> <i>Adjectives</i> <i>Noun phrases</i></p>	<p><i>Consider how the language is used to create atmosphere.</i> <i>What types of atmosphere are evident?</i> <i>What techniques have been used to put forward the presentation?</i></p>

<p>What prior learning does this link to? Year 8: study of 19th Century novel (Oliver Twist)</p>	<p>Links to future learning and/or provides foundation of knowledge for GCSE requirements: <i>reading critically through:</i></p> <ul style="list-style-type: none"> • <i>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</i> • <i>studying setting, plot, and characterisation, and the effects of these</i> • <i>making inferences and referring to evidence in the text</i>
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Revision and Resources

<p>Resources to support your success https://www.bbc.co.uk/bitesize/topics/zfdh8xs Classroom resources and notes</p> <p>Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>
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Subject: French Year Group: 9

The assessment will be in the form of: ***A Grammar and Reading Assessment*** Length of assessment: ***1 hour*** Date of Assessment: **14/11/24**

<p>What do we want the Pupils to Know or Master: Years 9: Revision and grammar from the pre-GCSE unit (see below) Present tense – regular verbs (-er) Key irregular verbs – etre/avoir/faire/aller (conjugation and when to use them) Articles/plurals Partitive article Numbers, dates and times Question words</p>	<p>The student will demonstrate (success criteria): An understanding of key grammatical terminology:</p> <ul style="list-style-type: none"> - Dictation sentences - Identify the correct verb form (from multiple choice in a sentence) - Translate French sentences into English - Completing sentences by using the correct part of the verb. - Choosing the correct partitive article from a list. - Translating short phrases (specifically including the correct adjectival agreement). - Short reading comprehension with questions in English
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>Regular present tense verbs : -ER endings Key irregular verbs: etre/avoir/faire/aller (conjugation and when to use them)</p>	<ul style="list-style-type: none"> • <i>Endings for all parts of the verb</i> 	<ul style="list-style-type: none"> • <i>Subject pronouns</i> • <i>Regular and irregular verbs</i> • <i>Infinitives</i>
		<p>Conjugating verbs Reading skills – understanding a short text Dictation skills (listening)</p>

<p>What prior learning does this link to? Pre-GCSE grammar since the start of September. Year 7/8 introduction to articles, gender, and –ER verbs in the present tense.</p>	<p>Links to future learning and/or provides foundation of knowledge for Students will be ready to start the GCSE course proper and have a good grounding of the key verbs, grammatical rules and how to apply them.</p>
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Revision and Resources

Resources to support your success

You will need to use Quizlet to help you revise the above, plus any worksheets and notes from the beginning of year 9

Other useful revision websites are

BBC GCSE Bitesize:

<https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr>

Languages online:

<https://www.languagesonline.org.uk/Hotpotatoes/index.html#gsc.tab=0>

Youtube – eg Mr Pattinson <https://www.youtube.com/@monsieurpattinson>

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Geography

Year Group: 9

The assessment will be in the form of: Written Paper

Length of assessment: 45 minutes

Date of Assessment: Week beginning November 18, 2024

<p>What do we want the Pupils to Know or Master:</p> <p>The challenge of natural hazards- Tectonics Hazards</p>	<p>The student will demonstrate an ability to (success criteria):</p> <ul style="list-style-type: none"> ✓ Define natural hazards ✓ Name the types of natural hazards ✓ Discuss the global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. ✓ Analyse the physical processes taking place at different types of plate margin that lead to earthquakes and volcanic activity ✓ Name the primary and secondary effects of a tectonic hazard ✓ Identify immediate and long term responses to a tectonic hazard. ✓ Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. ✓ Assess how monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard. ✓ Discuss the reasons why people continue to live in areas at risk from a tectonic hazard .
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p>KEY IDEAS</p> <ol style="list-style-type: none"> 1. Natural hazards pose major risks to people and property. 2. Earthquakes and volcanic eruptions 3. The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. 4. Reducing the effects of a tectonic hazard. 	<p>HAZARDS</p> <p>Tectonic Hazards, Earthquakes, Volcanic eruption, Plate margin, Secondary and primary effects, Natural Hazards, Immediate and long term responses.</p>	<ul style="list-style-type: none"> • Comprehensive revision of topics – use flash cards/revision cards, knowledge organisers, case study sheets, lists of questions for each topic. • Constant questioning – write out lists of questions on each topic • Use PEEE paragraphs – point, example (for example... case study fact or figure), explain (this means that...), extend (another reason/ consequence))

What prior learning does this link to?

PC1 will be linked to information taught since September.

Links to future learning and/or provides foundation of knowledge for:

Continuation of the topics on Natural Hazards-Weather Hazards

**Revision and Resources****Resources to support your success**

Use the AQA website to practice past papers - <https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/specification/subject-content/living-with-the-physical-environment>

Bitesize - <https://www.bbc.co.uk/bitesize/topics/zpypgdm>

Quizlet - <https://quizlet.com/gb/496642512/unit-1-tectonic-hazards-key-terms-aqa-gcse-flash-cards/?x=1jqt>

Watch Youtube to support with content learning.

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: History Year Group: 10

The assessment will be in the form of: *3 exam questions sat in class*

Length of assessment: *45 mins*

Date of Assessment: 18/11

<p>What do we want the Pupils to Know or Master:</p> <p><i>Exam practice in preparation for the GCSEs. This assessment will include questions from 2 different papers: Changes in Health and Medicine and The Elizabethan Age</i></p> <p><i>The questions for Medicine will be as follows:</i></p> <p>2) Which of Sources A and B is more reliable for finding out about _____? 3) Describe _____.</p> <p><i>The questions for Elizabeth will be as follows:</i></p> <p>1) What can you learn from Sources A and B about _____? 2) How accurate is Source C for finding out about _____?</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Detailed content revision ✓ Preparation of exam questions/technique ✓ Evaluation of change ✓ Evaluation of significance
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>The Elizabethan Age: Elizabethan government</p> <p>Changes in Health and Medicine: medical knowledge and causes of illness and disease</p>	<ul style="list-style-type: none"> • <i>Portraits and progresses</i> • <i>Patronage</i> • <i>Factions</i> • <i>Privy Council</i> • <i>Local government</i> • <i>Parliament</i> 	<ul style="list-style-type: none"> • <i>Hippocrates</i> • <i>Galen</i> • <i>Four humours</i> • <i>Vesalius</i> • <i>Pare</i> • <i>Harvey</i> • <i>Anatomy</i> • <i>Physiology</i> • <i>Koch</i> • <i>Pasteur</i> 	<p>Use your knowledge booklets to test yourselves and each other on the facts.</p> <p>Create revision notes you will be able to reuse throughout your GCSE.</p>

		<ul style="list-style-type: none"> • <i>Scanning techniques</i> • <i>Black Death</i> • <i>Christianity</i> • <i>Cholera</i> 	
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<p>What prior learning does this link to?</p> <p>This is the first chapter for Elizabeth and Medicine and will feel like a new and unfamiliar assessment. That is ok!</p> <p>It links to our studies of the Tudors from KS3</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Ongoing as part of the GCSE</p>
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Revision and Resources

<p>Resources to support your success</p> <p>There are many revision resources on SMHW for you which you have also been given copies of in class. The following links will also help:</p> <p>Resource (eduqas.co.uk)</p> <p>Resource (eduqas.co.uk)</p> <p>Royal Court, Privy Council - Elizabethan government - WJEC - GCSE History Revision - WJEC - BBC Bitesize</p> <p>Study Skills Booklet (relevant for all year groups and subjects)</p> <p>Revision and Study Skills.pdf</p>

Subject: Maths **Year Group: Year 9 Foundation sets 3 and 4**

The assessment will be in the form of: Written test Length of assessment: 55mins Date of Assessment: Week beginning 18th November

<p>What do we want the Pupils to Know or Master:</p> <p>UNIT 1: Number, powers, decimals, HCF and LCM, roots and rounding</p>	<p>The student will demonstrate (success criteria):</p> <p>Foundation</p> <p>Integers and place value</p> <ul style="list-style-type: none"> • Use and order positive and negative numbers (integers); • Order integers, decimals, use the symbols $<$, $>$ and understand the \neq symbol; • Add and subtract positive and negative numbers (integers); • Recall all multiplication facts to 10×10, and use them to derive quickly the corresponding division facts; • Multiply or divide any number by powers of 10; • Multiply and divide positive and negative numbers (integers); • Use brackets and the hierarchy of operations (not including powers); • Round numbers to a given power of 10; • Check answers by rounding and using inverse operations. <p>Decimals</p> <ul style="list-style-type: none"> • Use decimal notation and place value; • Read and write decimals in figures and words; • Identify the value of digits in a decimal or whole number; • Compare and order decimal numbers using the symbols $<$, $>$; • Understand the \neq symbol (not equal); • Write decimal numbers of millions, e.g. $2\,300\,000 = 2.3$ million; • Add, subtract, multiply and divide decimals; • Multiply or divide by any number between 0 and 1; • Round to the nearest integer; • Round to a given number of decimal places; • Round to any given number of significant figures; • Estimate answers to calculations by rounding numbers to 1 significant figure; • Use one calculation to find the answer to another. <p>Indices, powers and roots</p> <ul style="list-style-type: none"> • Find squares and cubes:
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- recall integer squares up to 10×10 and the corresponding square roots;
 - understand the difference between positive and negative square roots;
 - recall the cubes of 1, 2, 3, 4, 5 and 10;
 - Use index notation for squares and cubes;
 - Recognise powers of 2, 3, 4, 5;
 - Evaluate expressions involving squares, cubes and roots:
 - add, subtract, multiply and divide numbers in index form;
 - cancel to simplify a calculation;
 - Use index notation for powers of 10, including negative powers;
 - Use the laws of indices to multiply and divide numbers written in index notation;
 - Use brackets and the hierarchy of operations with powers inside the brackets, or raising brackets to powers;
- Factors, multiples and primes**
- Recognise odd and even numbers;
 - Identify factors, multiples and prime numbers;
 - Recognise two-digit prime numbers;
 - List all factors of a number and list multiples systematically;
 - Find the prime factor decomposition of positive integers and write as a product using index notation;
 - Find common factors and common multiples of two numbers;
 - Find the LCM and HCF of two numbers, by listing, Venn diagrams and using prime factors: include finding LCM and HCF given the prime factorisation of two numbers;
 - Understand that the prime factor decomposition of a positive integer is unique – whichever factor pair you start with – and that every number can be written as a product of two factors;
 - Solve simple problems using HCF, LCM and prime numbers.

Topic List	Vocabulary		Recommended skill practice for this assessment
<p>Foundation topics</p> <p>Unit 1</p> <p>Integers and place value Decimals Indices, powers and roots Factors, multiples and primes</p> <p>Also revisit topics from year 7 and 8</p>	<p>Integer, number, digit, negative, decimal, addition, subtraction, multiplication, division</p>	<p>remainder, operation, estimate, power, roots, factor, multiple, primes, square, cube, even, odd</p>	<p>Corbett Maths https://corbettmaths.com/wp-content/uploads/2023/03/Ultimate-GCSE-Foundation-Question-Booklet-1.pdf</p>

<p>What prior learning does this link to?</p> <p>Have an appreciation of place value, and recognise even and odd numbers. Have knowledge of using the four operations with whole numbers. Have knowledge of integer complements to 10 and to 100. Have knowledge of strategies for multiplying and dividing whole numbers by 2, 4, 5, and 10.</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Unit 2 Basic Algebra</p>
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Revision and Resources

<p>Resources to support your success</p> <p>Videos and workbooks on Corbett https://corbettmaths.com/wp-content/uploads/2023/03/Ultimate-GCSE-Foundation-Question-Booklet-1.pdf</p> <p>Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>

Subject: Maths **Year Group: Year 9 Higher sets 1 and 2**

The assessment will be in the form of: Written test Length of assessment: 55mins Date of Assessment: Week beginning 18th November

<p>What do we want the Pupils to Know or Master:</p> <p>UNIT 1: Powers, decimals, HCF and LCM, positive and negative, roots, rounding, reciprocals, standard form, Indices surds</p>	<p>The student will demonstrate (success criteria):</p> <p>Higher</p> <p>Calculations, checking and rounding</p> <ul style="list-style-type: none"> • Add, subtract, multiply and divide decimals and whole numbers; • Multiply or divide by any number between 0 and 1; • Put digits in the correct place in a decimal calculation and use one calculation to find the answer to another; • Use the product rule for counting (i.e. if there are m ways of doing one task and for each of these, there are n ways of doing another task, then the total number of ways the two tasks can be done is $m \times n$ ways); • Round numbers to the nearest 10, 100, 1000; • Round to the nearest integer, to a given number of decimal places and to a given number of significant figures; • Estimate answers to one- or two-step calculations, including use of rounding numbers and formal estimation to 1 significant figure: mainly whole numbers and then decimals. <p>Indices, roots, reciprocals and hierarchy of operations</p> <ul style="list-style-type: none"> • Use index notation for integer powers of 10, including negative powers; • Recognise powers of 2, 3, 4, 5; • Use the square, cube and power keys on a calculator and estimate powers and roots of any given positive number, by considering the values it must lie between, e.g. the square root of 42 must be between 6 and 7; • Multiply and divide numbers in index form; • Find the value of calculations using indices including positive, fractional and negative indices; • Recall that $n^0 = 1$ and $n^{-1} = \frac{1}{n}$ for positive integers n as well as, $n^{\frac{1}{2}} = \sqrt{n}$ and $n^{\frac{1}{3}} = \sqrt[3]{n}$ for any positive number n;
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- Understand that the inverse operation of raising a positive number to a power n is raising the result of this operation to the power $\frac{1}{n}$;
- Use index laws to simplify and calculate the value of numerical expressions involving multiplication and division of integer powers, fractional and negative powers, and powers of a power;
- Solve problems using index laws;
- Use brackets and the hierarchy of operations up to and including with powers and roots inside the brackets, or raising brackets to powers or taking roots of brackets;

Factors, multiples and primes

- Identify factors, multiples and prime numbers;
- Find the prime factor decomposition of positive integers – write as a product using index notation;
- Find common factors and common multiples of two numbers;
- Find the LCM and HCF of two numbers, by listing, Venn diagrams and using prime factors – include finding LCM and HCF given the prime factorisation of two numbers;
- Solve problems using HCF and LCM, and prime numbers;
- Understand that the prime factor decomposition of a positive integer is unique, whichever factor pair you start with, and that every number can be written as a product of prime factors.

Standard form and surds

- Convert large and small numbers into standard form and vice versa;
- Add and subtract numbers in standard form;
- Multiply and divide numbers in standard form;
- Interpret a calculator display using standard form and know how to enter numbers in standard form;
- Understand surd notation, e.g. calculator gives answer to $\sqrt{8}$ as $2\sqrt{2}$;
- Simplify surd expressions involving squares (e.g. $\sqrt{12} = \sqrt{4 \times 3} = \sqrt{4} \times \sqrt{3} = 2\sqrt{3}$).
- Understand that the prime factor decomposition of a positive integer is unique – whichever factor pair you start with – and that every number can be written as a product of two factors;
- Solve simple problems using HCF, LCM and prime numbers.

Topic List	Vocabulary		Recommended skill practice for this assessment
<p>Higher topics Calculations, checking and rounding Indices, roots, reciprocals and hierarchy of operations Factors, multiples and primes Standard form and surds</p>	Integer, number, digit, negative, decimal, addition, subtraction, multiplication, division remainder, operation, estimate,	power, roots, factor, multiple, primes, square, cube, even, odd surd, rational, irrational standard form, simplify	https://www.physicsandmathstutor.com/maths-revision/gcse-number/questions-edexcel/

<p>What prior learning does this link to? A firm grasp of place value and be able to order integers and decimals and use the four operations. Have knowledge of integer complements to 10 and to 100, multiplication facts to 10×10, strategies for multiplying and dividing by 10, 100 and 1000. Have encountered squares, square roots, cubes and cube roots and have knowledge of classifying integers.</p>	<p>Links to future learning and/or provides foundation of knowledge for The expectation for Higher tier is that much of this work will be reinforced throughout the course.</p>
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Resources to support your success

Videos and questions

<https://corbettmaths.com/contents/>

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Assessment Preparation

Subject: Music Year Group: 9

The assessment will be in the form of: *Theory questions sat in class*

Length of assessment: *45 mins*

Date of Assessment:

<p>What do we want the Pupils to Know or Master:</p> <p><i>Exam practice in preparation for theory and composition.</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Detailed content revision ✓ Preparation of composition and performance ✓ Evaluation of DRTSMITH elements of Music ✓ Evaluation of significance
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Time Signatures</p> <p>Key Signatures</p> <p>Reading Pitch</p> <p>Reading Rhythm</p> <p>Composing using tonality, triads, time and key signatures</p> <p>Performing 12 Bar Blues</p>	<ul style="list-style-type: none"> • <i>Grade 1 music theory</i> • <i>Application to Composition</i> • <i>Reading for performance</i> • <i>Describing musical details of composition and performance</i> • <i>and style instability</i> • <i>Hyperinflation</i> 	<ul style="list-style-type: none"> • <i>Rhythms</i> • <i>Tonality and key</i> • <i>Major and Minor</i> 	<p>Use your theory booklets to test yourselves on music theory</p> <p>Check compositions for features of theory</p>

<p>What prior learning does this link to?</p> <p>Year 7 Rhythm, pitch and building bricks</p> <p>Year 8 blues and popular music</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Future set studies and composition briefs.</p>
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Revision and Resources

<p>Resources to support your success Sharon Bill Music theory on You Tube</p> <p>Study Skills Booklet (relevant for all year groups and subjects) Revision and Study Skills.pdf</p>

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Photography

Year Group: 9

The assessment will be in the form of: Practical Class work

Length of assessment: 2 weeks

Date of Assessment: 21.10.24

<p>What do we want the Pupils to Know or Master:</p> <p>Exploring The History of photography from the dark room to the DSLR</p>	<p>The student will demonstrate (success criteria):</p> <p>Knowledge of the beginnings of photography. How has taking a picture developed from using a camera obscure to a DSLR and mobile phone</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>History of photography</p>	<p><i>Photography composition Exposure triangle</i></p>		<p>Revisit and revise the timeline of photography since its beginnings to modern day. Explore the recommended photography compositional skills.</p>

<p>What prior learning does this link to?</p> <p>Compositional skills throughout KS3 Art</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Continuous development of GCSE Photography.</p>
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Resources to support your success

Reference on your power points
Handouts on show my homework
Recommended website links

[History of Photography](#)

[Photography GCSE Assessment Objectives](#)

[GCSE Photography examples](#)

[Exposure Triangle](#)

[DSLR](#)

Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

Subject: Physics Year Group: 9

The assessment will be in the form of: *Exam paper*

Length of assessment: *60 mins*

Date of Assessment: **w/c 18/11/24**

<p>What do we want the Pupils to Know or Master:</p> <p><i>First section of the required content of the Physics GCSE requirements</i></p> <p><i>Energy and Energy resources</i></p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> ✓ Detailed content revision ✓ Preparation of exam questions/techniques ✓ Show good understanding of Command words ✓ Use of specialist terminology ✓ Retrieve and recall key topic vocabulary ✓ Application of concepts in different contexts ✓ Reading questions carefully and providing key terminology in answers
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Conservation and Dissipation of Energy:</p> <ul style="list-style-type: none"> • Changes in energy stores • Conservation of energy • Energy and work • Gravitational potential energy stores • Energy dissipation • Electrical appliances • Energy and power <p>Energy Transfer by Heating</p> <ul style="list-style-type: none"> • Energy transfer by conduction • Specific heat capacity • Heating and insulating buildings <p>Energy Resources</p> <ul style="list-style-type: none"> • Energy demands • Energy from wind and water • Power from sun and earth • Energy and the environment • Big energy issues 	<ul style="list-style-type: none"> • <i>See topic list</i> 	<ul style="list-style-type: none"> • <i>See topic list</i> 	<p>Create revision notes you will be able to reuse throughout your GCSE.</p> <p>Practice exam questions and look at mark schemes to become familiar with exam style answers</p>

<p>What prior learning does this link to?</p> <p>All lessons taught since the start of September 24</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Ongoing as part of the GCSE to cover whole of the Physics specification, as part of the 13 units that need to be studied</p>
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Revision and Resources

<p>Resources to support your success</p> <p>Kerboodle textbooks online</p> <p>Revision guides</p> <p>Seneca Learning tasks</p> <p>Bcbitesize</p> <p>https://www.bbc.co.uk/bitesize/topics/z89ddxs</p> <p>AQA assessment materials:</p> <p>https://www.physicsandmathstutor.com/past-papers/gcse-science/aqa-physics-1/</p> <p>Youtube:</p> <p>https://www.youtube.com/watch?v=-zy9eWzmGe4&list=PL9louNCPbCxWNjJvmqwZ4vKy4VfcAhsCj</p> <p>Study Skills Booklet (relevant for all year groups and subjects)</p> <p>Revision and Study Skills.pdf</p>

Assessment Preparation

Subject: PRE (Religious Studies)

Year Group: 9

The assessment will be in the form of: *Written exam and composition and performance recordings.*
assessment: 24th October

Length of assessment: 1HR

Date of

<p>What do we want the Pupils to Know or Master:</p> <p>Issues of Relationships</p> <ul style="list-style-type: none"> ➤ Adultery ➤ Divorce ➤ Cohabitation ➤ Commitment ➤ Contraception ➤ Gender Equality ➤ Roles ➤ Responsibilities <p>How to place all set studies into context</p>	<p>The student will demonstrate (success criteria):</p> <ul style="list-style-type: none"> • Outline /explain – explicit application and evaluation/discussion/analysis • Good presentation skills, present their work in paragraphs and clearly written and organized • Good understanding of Command words linked to Relationships • Concept expressed with clarity and coherence • Use of specialist terminology • Application of sociological concept in the real world • Some knowledge of current affair relevant for the Religious Topics relevant for Component 1 Religious, Philosophical and ethical studies in the modern world. • Making use of important religious quotes to explain Christian and Muslims views.
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
Relationships	<ul style="list-style-type: none"> ➤ Adultery ➤ Divorce ➤ Cohabitation ➤ Commitment ➤ Contraception ➤ Gender Equality ➤ Roles ➤ Responsibilities ➤ Same Sex Relationships 	Respond to 2, 5-, 8-, 10- and 15-mark questions shared in lessons.
What is a family and the role of Family		Use religious quotes to explain views on the topics explored.
The Nature and Purpose of Marriage		Read WJEC Eduqas Text.
How Christians and Muslim Marriage works		Flash cards with key words
Christian and Muslim attitudes towards Adultery, Cohabitation, Divorce and Separation,		Using quote bank
Sexual Relationships in Christianity and Islam		

<p>The Purpose of Sex in Religions</p> <p>The attitudes towards Contraception by Christians and Muslims</p> <p>Religious attitudes towards same Sex (Islam and Christianity)</p>	<ul style="list-style-type: none"> ➤ Denominations ➤ Humanist ➤ Bigamy ➤ Promiscuity ➤ Procreation ➤ Celibacy 	
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<p>What prior learning does this link to?</p> <p>Lessons in Life Skills that have to do with relationships including sex, families and divorce.</p> <p>Year 8 topics such as Philosophy across religions. Exploring various views on philosophical and Ethical issues in Year 8.</p>	<p>Links to future learning and/or provides foundation of knowledge for</p> <p>Students will be exploring other topics in the weeks to come that are linked to this, they include topics such as Discrimination, Gender Equality and Issues of Life and Death in both Islam and Christianity.</p>
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Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
 - Yes- make sure you use it and any feedback to support your revision.
 - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
 - Yes- practice using them in sentences in relation to the topics that could be tested.
 - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
 - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
 - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision

Subject: Spanish Year Group: 9

The assessment will be in the form of: ***A Grammar and Reading Assessment*** Length of assessment: **1 hour** Date of Assessment: **w/c 18/11/24**

<p>What do we want the Pupils to Know or Master: Present tense – regular verbs (-ar, -er, -ir) Key irregular verbs – ser/estar and tener (conjugation and when to use them) Adjectival agreement Articles/plurals</p>	<p>The student will demonstrate (success criteria): An understanding of key grammatical terminology: <i>Recognise and use regular verbs in the present tense</i> <i>Understand the gender of nouns</i> <i>Apply the rules of adjectival agreement</i> <i>Identify subject pronouns and link to verb ending</i> <i>Articles – definite and indefinite</i> <i>Cardinal numbers (1-30)</i> <i>Dates and times (12/24hr)</i> Using <i>tener</i> (to have) to say how old you are and <i>ser</i> (to be) to tell the time.</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Regular present tense verbs : -AR, -ER and –IR endings Key irregular verbs: Ser (to be), estar (to be), tener (to have)</p>	<ul style="list-style-type: none"> <i>Endings for all parts of the verb</i> 	<ul style="list-style-type: none"> <i>Subject pronouns</i> <i>Regular and irregular verbs</i> <i>Infinitives</i> 	<p>Conjugating verbs Reading skills – understanding a short text Dictation skills</p>

<p>What prior learning does this link to? Pre-GCSE grammar since the start of September. Year 7/8 introduction to articles, gender, and –AR verbs in the present tense.</p>	<p>Links to future learning and/or provides foundation of knowledge for Students will be ready to start the GCSE course proper and have a good grounding of the key verbs, grammatical rules and how to apply them.</p>
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Revision and Resources

Resources to support your success

You will need to use Quizlet to help you revise the above, plus any worksheets and notes from the beginning of year 9

Other useful revision websites are

BBC GCSE Bitesize:

<https://www.bbc.co.uk/bitesize/topics/zmgrxyc>

Languages online:

<https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#Grammar>

<https://studyspanish.com/grammar/test/genoun1>

Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

Student Checklist

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