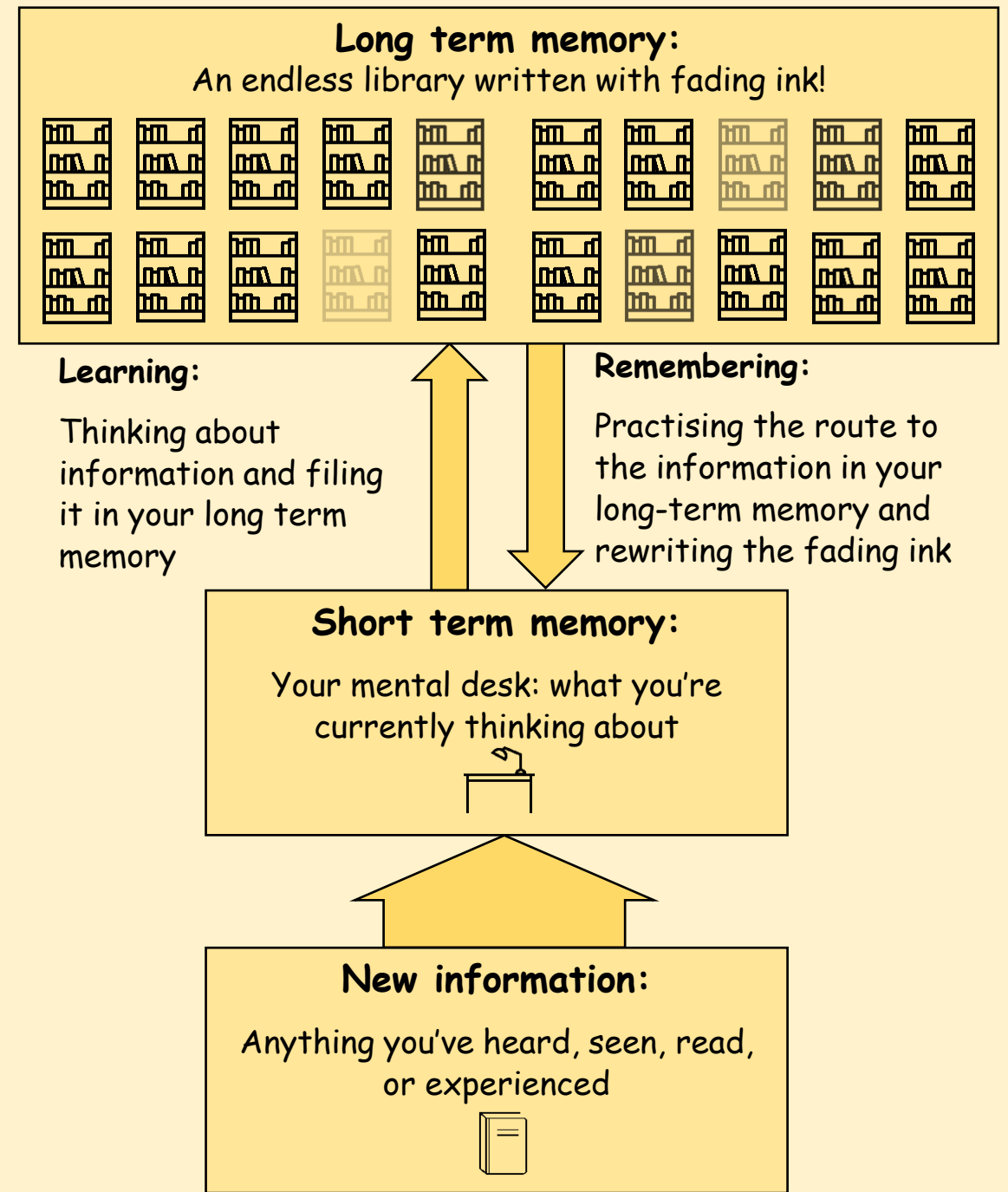


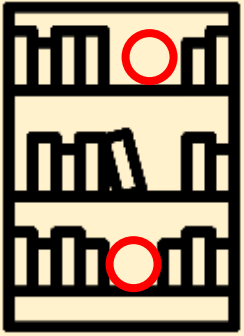
Year 9 - How do I revise?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.



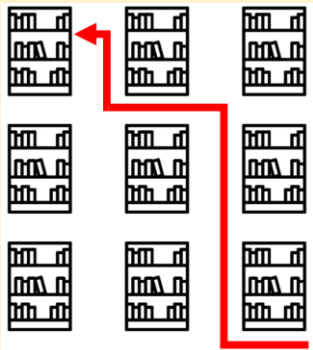
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

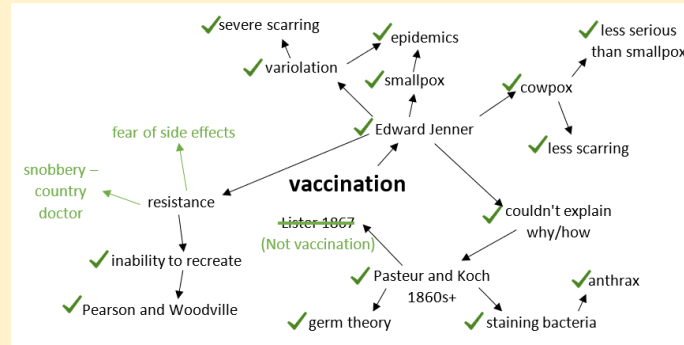
Revision strategies to try:

Use your exercise book to help create these revision resources.

Self-quizzing:

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6

Writing a concept map:



Watch videos:



Flashcards:

osmosis

Net movement of water from a high concentration to low concentration across a partially permeable membrane

Practising exam questions:



Online platforms:



Key Stage 3 Testing Week – English

As part of testing week, you will complete a Multiple-Choice Quiz and a creative writing task.

Year 9 Testing Week – Key Assessment 1

Multiple Choice Quiz:

You will be asked to answer questions on the schemes of work you have studied so far: Medea and In the Night-time.

Use your exercise book and completed homework to revise the following:

Medea – plot, characters, features of Greek Tragedies and themes.

Golden Rules for narrative writing

Structural and Language features – pages 65 and 66 of your exercise books

Creative writing:

Assessment task: Write the opening of a narrative set in the night-time.

Carefully read your feedback in your books on your narrative paragraphs

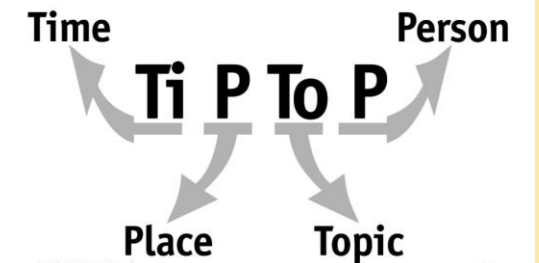
Practise drafting paragraphs that use a range of sentence starters and structures.

Revise and add to your vocabulary bank.

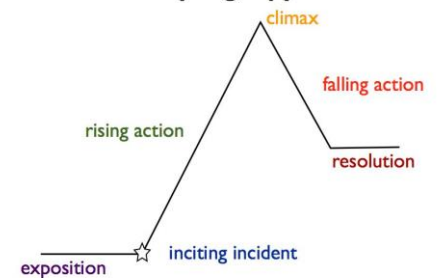
Practise crafting engaging sentences that use language and structural features.



How to have TiPToP paragraphing skills



freitag's pyramid



Mathematics Year 9

Prime numbers:

- Have exactly two factors
- 2, 3, 5, 7, 11, 13, ...
- 2 is the only even prime number

Workings

Show each stage of your working, try not to do too much calculating in your head, we can't mark what isn't written!!

Show off what you know!

Multiples:

Are the times-tables of a number and go onto infinity

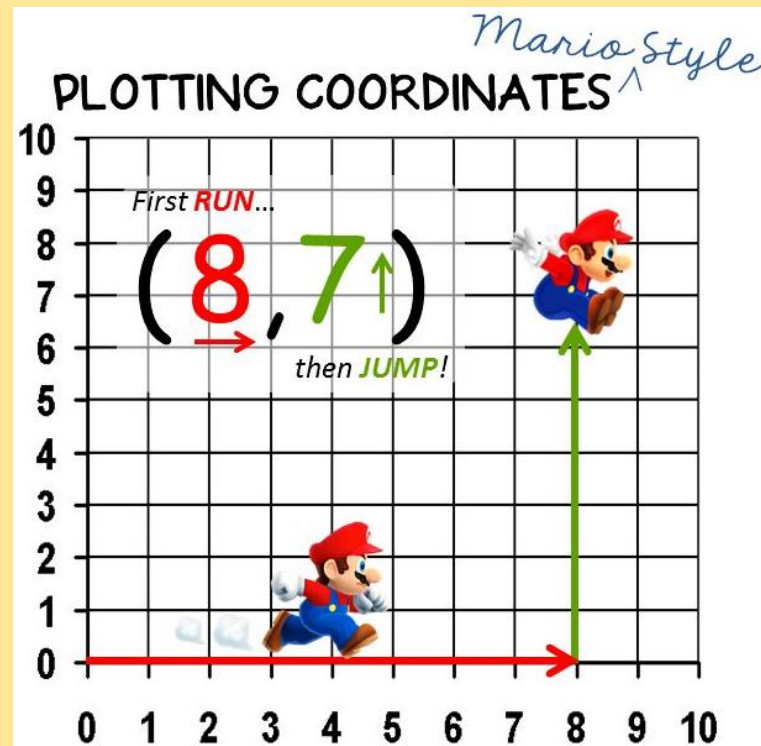
Example, multiples of 5 are 5, 10, 15, ...

Surface area:

1. Find area of each face (flat 2D sides)
2. Add all the areas together to find the surface area

Presentation

Present your work logically and in an organized way on the page, sufficient that the order of the process of solution is clear and unambiguous. **Work down the page and use bullet points or steps.**



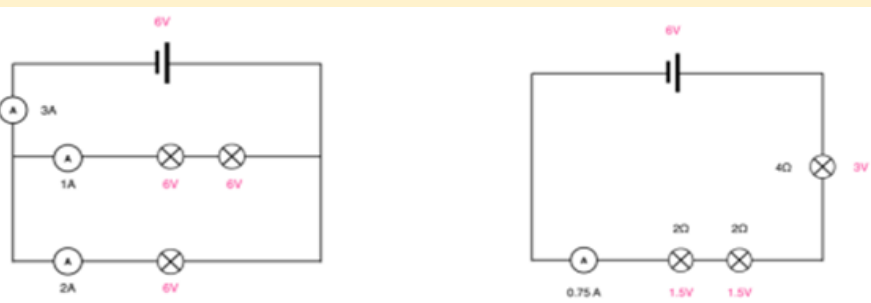
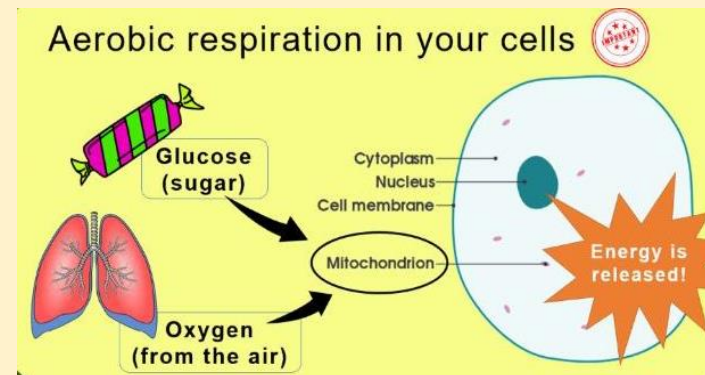
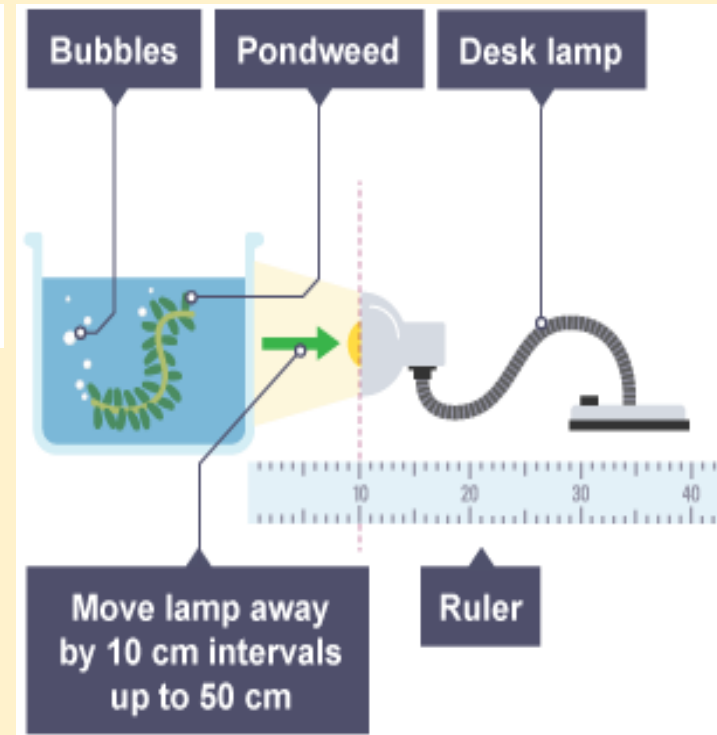
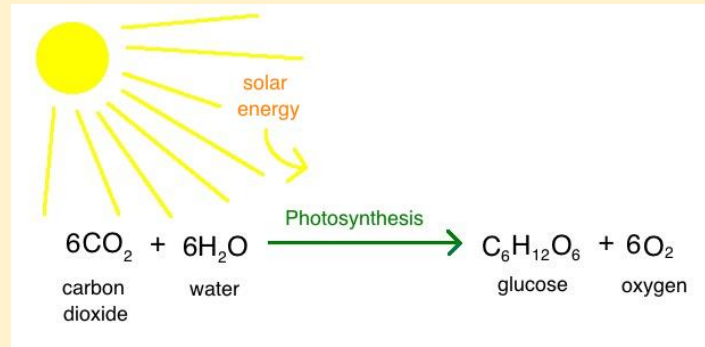
Year 9 - Science

Key Areas:

- Photosynthesis
- Respiration (Aerobic)
- Respiration (Anerobic)

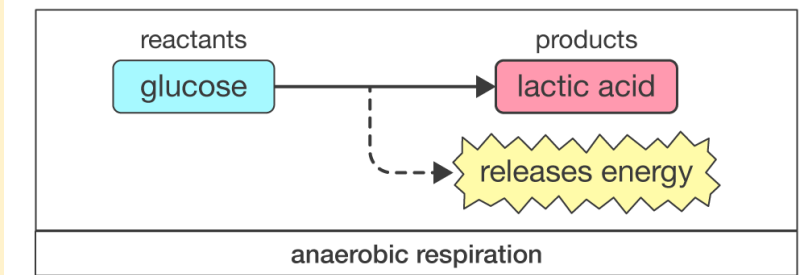
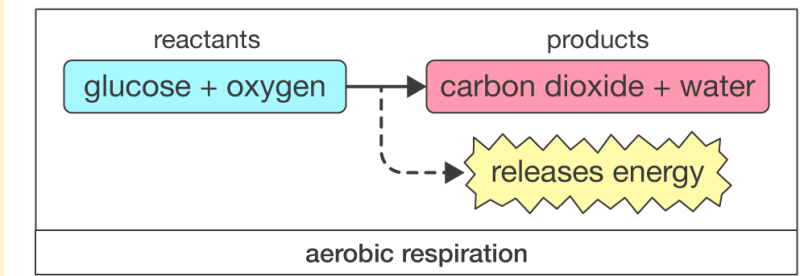
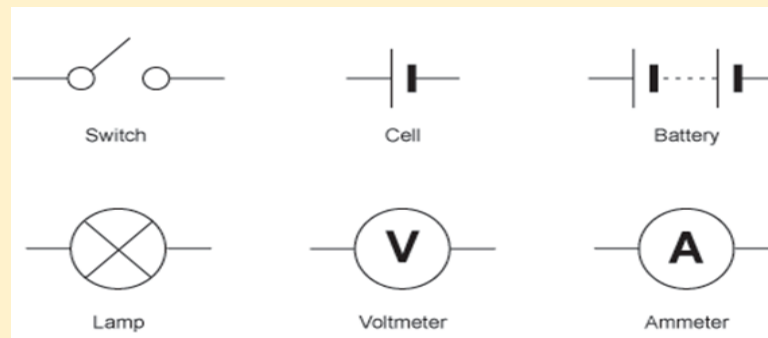
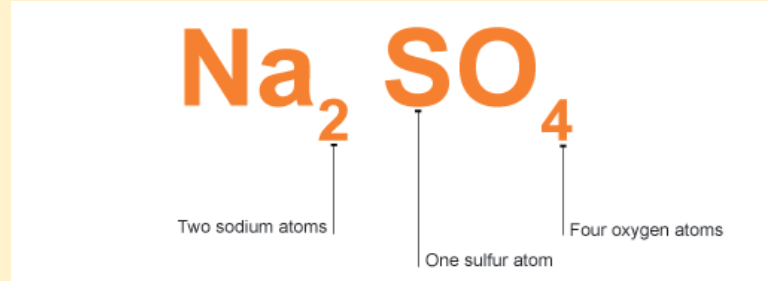
Topics from years 7 and 8

- Electricity
- Atoms and Compounds



Parallel Series

Fig 1. Components in Series and Parallel.



Spanish

What you need to know to do well in Key Assessment 1:

AGD

Saying who you live with and who is in your family (family vocabulary)

Describing yours and people's appearance and personality using the correct adjective endings (masculine/feminine/singular/plural)

Use SER & ESTAR accurately



Say how you get on with your family and why + use reflexive verbs to say who you look like

Describing a photo with at least 4 details

Say what your family does for a living - JOBS

Say what you do to help at home, how often and what you think of it

Giving opinions and reasons using connectives to contrast

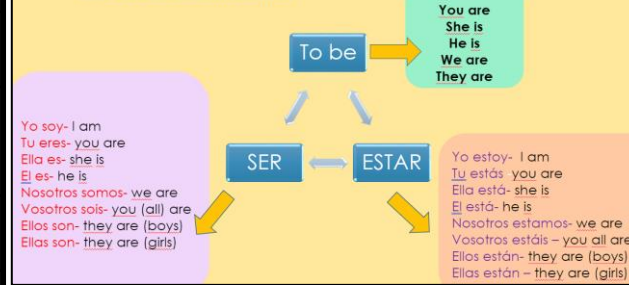
Yes/ No	Family member	BECAUSE	Reason
me llevo bien con (I get on well with) me llevo muy bien con (I get on very well with)	mis padres mi madre mi madrastra mi padre mi padrastra mi hermana mi hermano mi primo mi prima	porque ya que	me deja salir los fines (he/she lets me go out at the weekends) me dejan salir los fines (they let me go out at the weekends) es relajado / relajada (he/she is relaxed) son relajados / relajadas (they are relaxed) confía en mí (he/she trusts me) confían en mí (they trust me) tenemos mucho en común: (we have a lot in common) no discutimos: (we do not argue)
no me llevo bien con (I don't get on well with) me llevo mal con (I get on badly with)			me trata como un bebé (he/she treats me like a baby) me tratan como un bebé (they treat me like a baby) es severo / severa (he/she is severe) son severos / severas (they are severe) no puedo salir con mis amigos (I can't go out with my friends) discutimos mucho (we argue a lot) Ella/el me enfada: (s/he annoys me)

RELATIONSHIPS

FAMILY

	masculino		feminino
grandad	abuelo	grandma	abuela
father	padre	mother	madre
son	hijo	daughter	hija
nephew	sobrino	niece	sobrina
brother	hermano	sister	hermana
cousin	primo	cousin	prima
uncle	tío	aunt	tía

The verb 'to be' in Spanish



SER

ESTAR DEL DIBUJADO

DATE: Es el verificativo de enero. 25

OCUPATION: Mi hermano es bombero.

CHARACTERISTIC: Su regla es amarilla.

TIME: Son las doce y veinte.

ORIGIN: Pablo es español.

RELATION: Ella es su novia.

ESTAR

ESTAR DEL DIBUJADO

POSITION: El pato está encima de la caja.

LOCATION: Está en España.

ACTION: Estamos bailando.

CONDITION: Están enfermos.

EMOTION: Estoy contenta.

Who is in the photo:

Hay _____ personas en la foto.
Hay un grupo de _____ personas.
Hay una familia / una pareja.
Hay un hombre / una mujer / un chico / una chica
Hay un grupo de amigos / profesores / alumnos / colegas

There are _____ people in the photo
There is a group of _____ people
There is a family / a couple.
There is a man / a woman / a boy / a girl
There is a group of friends/teachers/students/ colleagues

Where the action takes place:

Está / Están...
en el parque / el colegio / una casa / una tienda / la oficina
un restaurante / un centro comercial/ un hotel
una fiesta / una boda / la playa / on holiday
el campo / las montañas / la costa / la ciudad

(S)he is / They are...
in the park / the school / a house / a shop / the office
a restaurant / a shopping centre / a hotel
a party / a wedding / the beach / de vacaciones
the countryside / the mountains / the coast / the city

IF THEY ARE OUTSIDE: Weather
Hace sol / calor / frío / buen tiempo/ mal tiempo

It's sunny / hot / cold / nice weather / bad weather

IF THEY ARE INSIDE: Feelings
Parece / Parecen...
preocupado / contento / triste / feliz / relajado

(S)he looks / They look...
worried / happy / sad / happy / relaxed

→ don't forget to change the adjective ending to match who you are describing.

What they are doing in the photo:

Está / Están...
jugando / comiendo / bebiendo / trabajando / escuchando / leyendo / viendo / cocinando / celebrando

(S)he is / They are...
playing / eating / drinking / working / listening / reading / watching / cooking / celebrating

DESCRIBING A PHOTO

CHORES

1. pasar la aspiradora 2. limpiar 3. hacer la cama 4. poner la mesa 5. lavar los platos

6. no hacer nada 7. hacer la compra 8. poner la lavadora 9. sacar la basura 10. trabajar en el jardín

HAIR

Tiene (He / She has)	el pelo	• corto • medio largo • largo	• liso • ondulado • rizado	y	• rubio • castaño • moreno • negro • pelirrojo • blanco/ canoso
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EYES

Tiene (He / She has)	los ojos	• azules • marrones • verdes
Tienen (They have)		

APPEARANCE

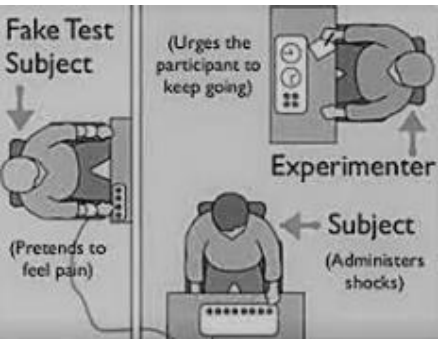
Es calvo/a
Es gordo/a
Es delgado/a
Es musculoso/a
Es viejo/a
Es joven
Es feo/a
Es guapo/a
Es alto/a
Es bajo/a
Tiene pecas
Lleva gafas
Lleva un hiyab

JOBS

médico/a	fontanero/a
cocinero/a	constructor(a)
enfermero/a	ingeniero/a
profesor(a)	bombero/a
abogado/a	fisioterapeuta
electricista	pintor(a)
camarero/a	mecánico/a
peluquera/a	escritor(a)
dependiente	repcionista/secretario/a
desempleado/a	contador(a)

Tips to revise for your Spanish assessment:

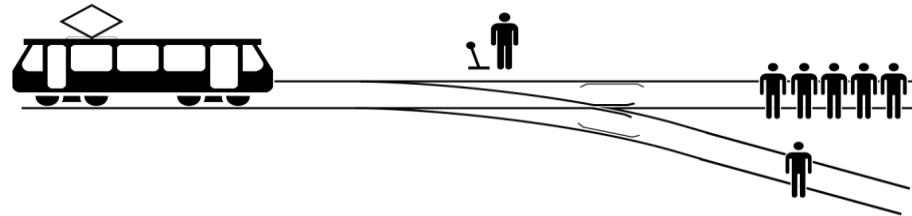
- use the student page to look at the lessons and revise from the PowerPoints.
- log into MEMRISE (password: Park2021) and complete the revision courses set to your class
- prepare flashcards with the key vocabulary and ask someone at home to test you.
- write a paragraph about your family and send it to your teacher for feedback.



RE

What you will be asked to do:

- Complete a multiple choice test across all of these topics
- Complete a written task from a choice of options across these topics



At Communicate	... <i>respond creatively as well as offer more detailed explanations</i> for their own responses to their experiences of the concepts/words introduced.
At Apply	... <i>explain examples of</i> how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	<p>... <i>accurately explain meanings of concepts/words</i> in the traditions encountered and studied (taught at the Inquire step).</p> <p>... <i>accurately explain</i> the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with examples (taught at the Contextualise step).</p> <p>... <i>appreciate and begin to explain how the concepts/words may interact together</i> to influence the way people think and speak and act in the world.</p>
At Evaluate	<p>... <i>discern value</i> of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise <i>articulating the value</i> of their interconnections.</p> <p>... <i>discern possible value for</i> their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).</p>



Key Topics:

- Morality
- Are we born to be good/evil?
- How do we make moral decisions?
- Utilitarianism
- Apartheid
- The Trolley Problem
- Adolph Eichmann

Where to find information:

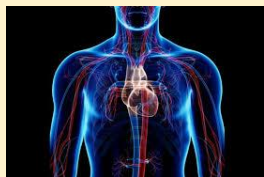
- Your book- this should contain everything you need
- BBC Bitesize: 5 Philosophical concepts you didn't know you knew
- Text books- speak to Mr May for the loan of a text book if you would like further information
- Your class teacher- if you are unsure about anything speak to your teacher

PE End of Term 1 Revision Topics



Warming up

- Stages
- Purpose
- Benefits



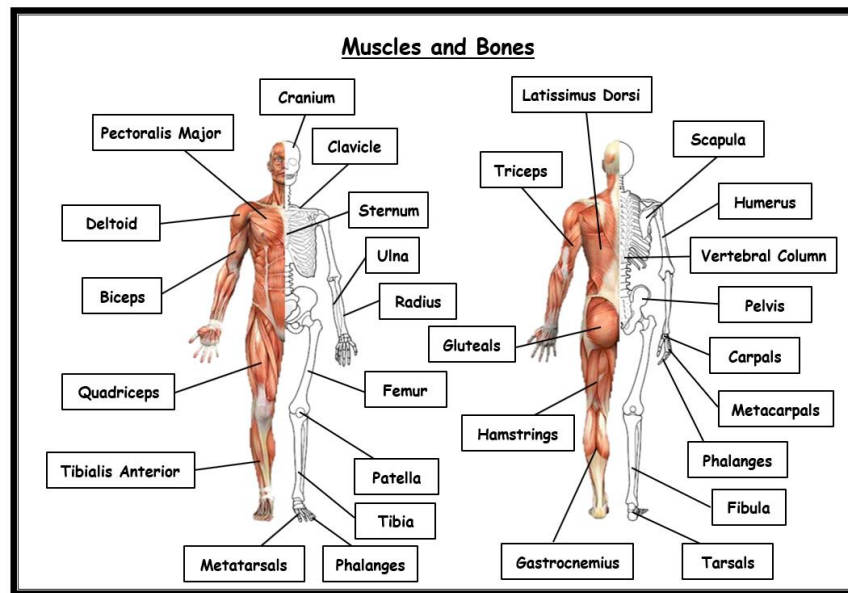
Short term effects of exercise

- Cardiorespiratory system
- Musculoskeletal system
- What and why



Heart rate

- Resting heart rate
- Working heart rate
- Maximum heart rate



Components of fitness

- Health related components
- Physical components
- Definitions and examples

Mary Must cAre For Bill Smith

Components of Physical Fitness

P-CRAB

-Components of Skill related fitness



Remember

- Read each question carefully
- Select the correct number of responses

More info at – [BBC Bitesize Home - BBC Bitesize](#)

WTa = 0-30%
 WTb = 31-49%
 ARE = 50-69%
 AGD = 70-100%



PE student pages

Year 9 - Computer Science

Cybersecurity

In this unit we went on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. Then we considered the value of your data to organisations and what they might use it for. We then explored social engineering techniques used by cybercriminals to try to trick users into giving away their personal data and then investigated cyber crimes such as hacking, DDoS attacks, and malware, as well as looking at methods to protect ourselves and our networks against these attacks.

Key words:

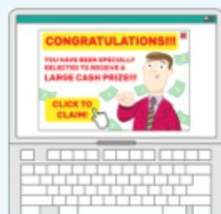
Data	User behaviour	Malware	Name generator
Information	Privacy policies	Social engineering	Scam
Cybersecurity	Data protection	Phishing	Cyberthreats
Cybercriminals	Data subject	Blagging	hacking
Ethical hacking	Penetration testing	Brute force attacks	DoS
profiling	Data portability	Shouldering	DDoS
Anti-malware	Firewall	Authentication	Botnet
Trojans	Biometrics	2FA	CAPTCHA
Ransomware	Virus	ISP	

Social engineering

There are lots of technical ways to try and keep data safe and secure.

Human error arguably creates the largest risk of the data being compromised.

Social engineering is a set of methods used by cybercriminals to deceive individuals into handing over information that they can use for fraudulent purposes.



Malware

Malware (malicious software) is software that is designed to gain access to your computer with malicious intent.

Malicious intent includes:

- Disabling hardware
- Data theft
- Forced advertising
- Sending email spam
- Extorting money



Data Science

In this unit we were introduced to data science, and by the end of the unit you will be empowered by knowing how to use data to investigate problems and make changes to the world around you. You have been exposed to both global and local data sets and gained an understanding of how visualising data can help with the process of identifying patterns and trends. Towards the end of the unit, you will go through the steps of the investigative cycle to try to solve a problem in the school using data.

Keywords:

Data science	Prediction	PPDAC	Conclusion
Visualisation	Criteria	Investigative cycle	Evaluation
Insight	Outliers	Data cleansing	Comparison
Infographic	Correlation	Analysis	Contrast

Infographics versus data visualisations

Data visualisations are visual representation of data (such as charts and graphs) intended to help an audience process the information more easily and get a clear idea about the data at a glance.

Infographics are visual representations of data, often involving pictures that reflect patterns and help tell a story.

Infographics can include visualisations.



Where are the anomalies in the data?

Until 1949, most of the data follows a slow upward trend, but there are a few odd blips.

Data that sits outside a trend is known an **outlier**.

Outliers can cause problems when working out statistics such as the mean, but they shouldn't be removed from the data set without investigating the reason for them.



Revision Topics Year 9

Catering

1. Health and Hygiene in the kitchen
2. Timeplanning
3. Nutrition
4. Cooking methods
5. Types of service

Graphics

1. Typography
2. Design Movements
3. Rendering techniques
4. Drawing equipment
5. Key words definitions

Product Design

1. Tool identification
2. Materials Identification
3. Design elements
4. Environmental Design
5. Design Process



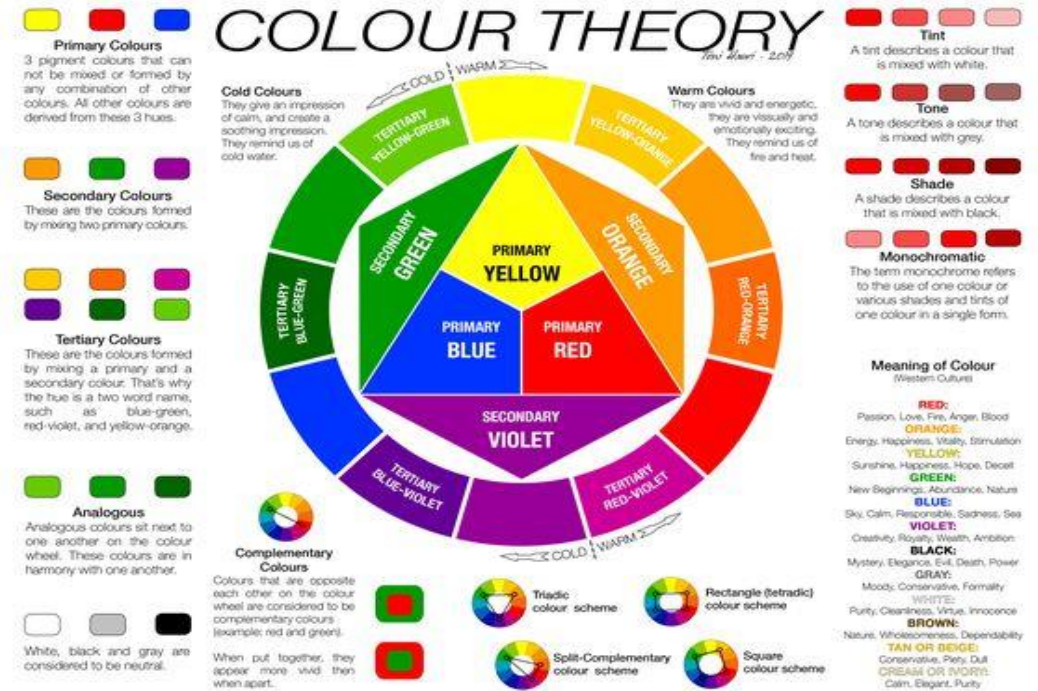
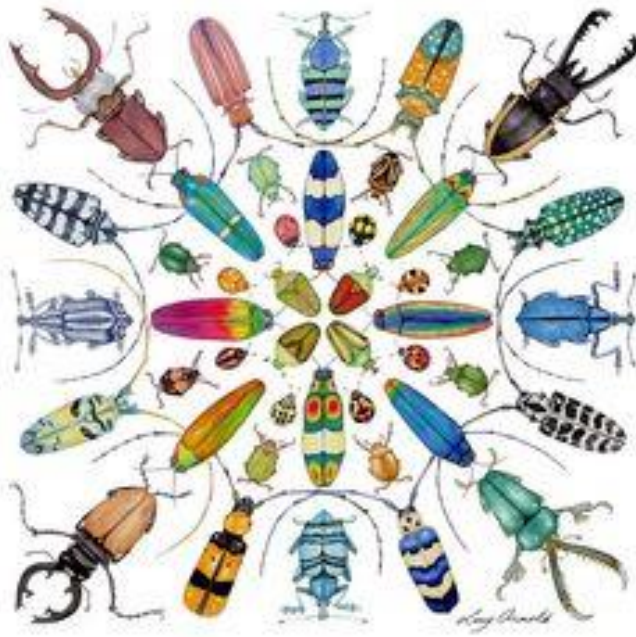
Please refer to the big pictures printed in the front of your book for more in-depth topic information

Scan here for extra resources on student portal.

Art

What you need to know to do well...

1	Karl Blossfeld – key styles and techniques
2	What is are natural forms?
3	Insect anatomy – labelling body parts
4	Artist study – Lucy Arnold
5	Colour theory and art movements



- Tips to revise for your Art assessment:**
- Recap colour theory especially complimentary and tertiary colours
 - Research Lucy Arnold and her work – what is her style of work called? What else has she painted?
 - Check out the elements of art here: [Elements of Art - GCSE Art and Design Revision - BBC Bitesize](#)
 - Attend an after school drop in if you are struggling with anything

History



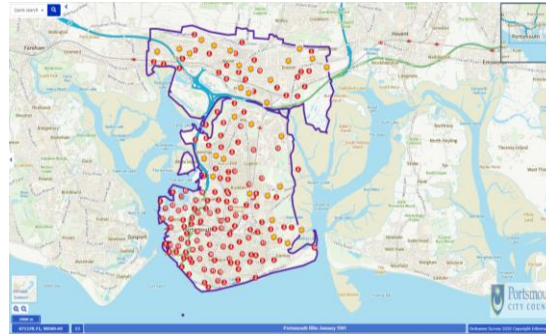
Causes of World War II



Key word	Definition
Propaganda	The use of the media (radios/posters etc.), often with bias, to change or influence people's opinions.
Appeasement	The policy of giving a country what they demand, in order to avoid a war.
Treaty of Versailles	The treaty at the end of World War I which punished Germany for the war.
Nazi Soviet Pact	The agreement between Nazi Germany and the Soviet Union over sharing Poland (1939)
League of Nations	Set up after World War I with the aim of stopping future wars.



The Blitz, 1940-1941



The Holocaust



Operation Barbarossa: Hitler's invasion of the Soviet Union

June 1941

- Hitler breaks pact with Soviet Union and invades in a surprise attack.
- Plan was to invade before the Russian winter set in.
- Progress was rapid as surprised and unprepared Russian forces retreated in chaos.
- By winter 1941, German forces had taken 1 million Russian prisoners and were on the brink of taking Moscow (Russian capital).
- But Russian reinforcement troops were brought in: they were perfectly equipped for fighting in extreme winter conditions and stopped the German advance and Moscow was saved.



The end of World War II



Geography

Key Questions:

How are resources distributed across the world? – describing the patterns using TEA

How can food supplies become more sustainable?

How has the UK's geography helped it become a superpower?

The British Empire – can you balance the argument?

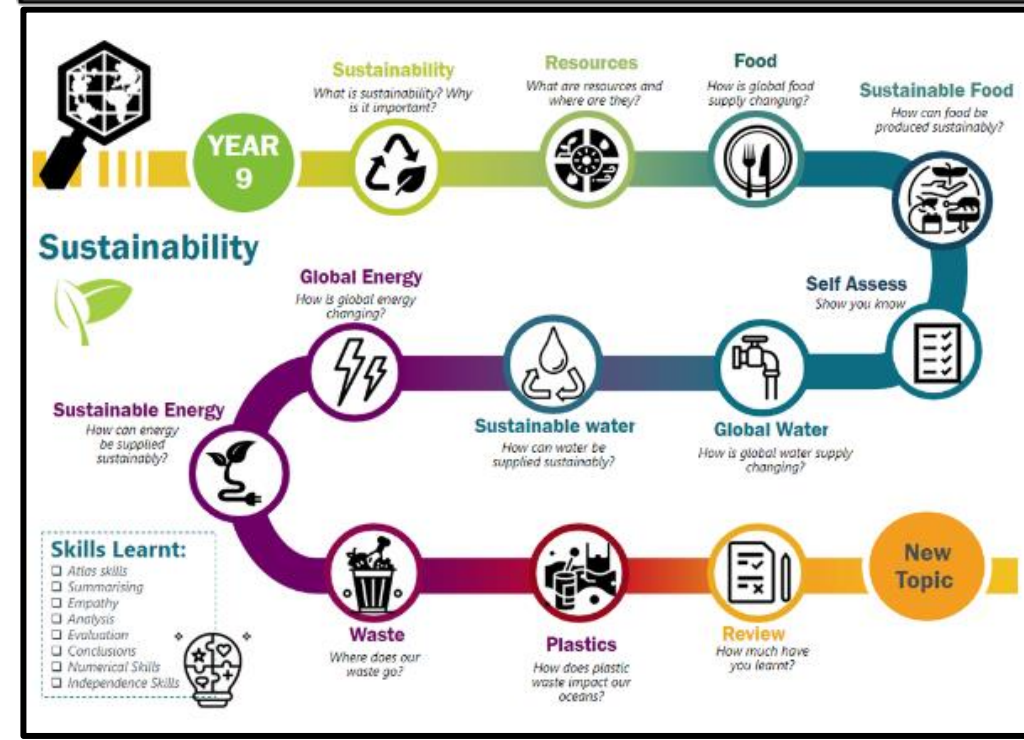
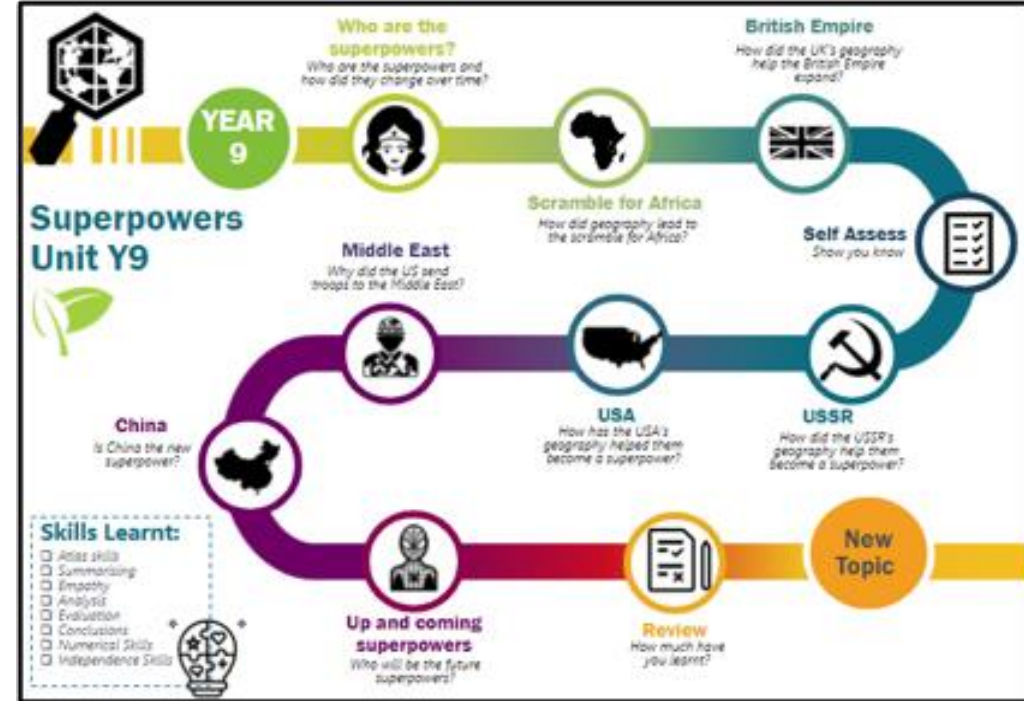
Water stress, what are the impacts and the solutions?

**Use the student area
to recap and review
all our lessons**

[Y9 - Superpowers
\(sharepoint.com\)](#)



[Y9 - Sustainability
\(sharepoint.com\)](#)



Year 9 Performing Arts

For each subject, please revise the listed knowledge:

Drama

Devising (Creating) Drama
Characterisation
Stage Craft
Physical Skills (Gait, Gesture)
Vocal Skills (Pitch, Tone)
Stage Directions (Implicit & Explicit)
Learning lines

Phoenix productions

Brands	Product placement
Advertising	Companies
Job roles	Brief
Logos	Qualifications
Slogan	Structures

Music

Tonality (major/minor)
Timbre (sound quality)
Tempo (speed/pace)
Structure (verse-chorus)
Minor triads (1,b3,5)
Performance steps
Critically analysing/ listening to assessment songs

Dance

Choreographic devices
Key definitions
Basic and complex dance actions
Expressive skills
Stimulus
Motif and development
Skills and techniques
Warm up/cool down

