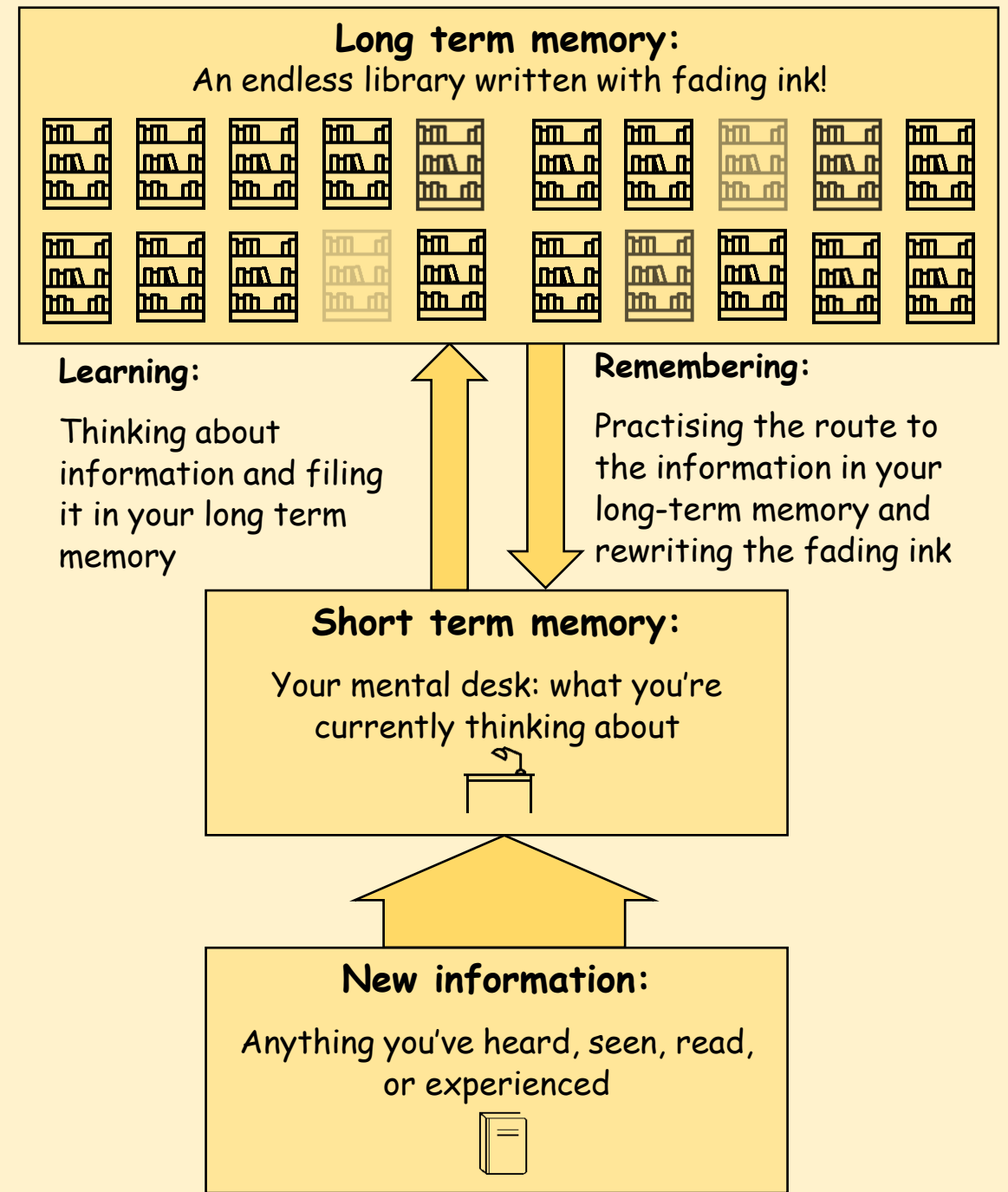


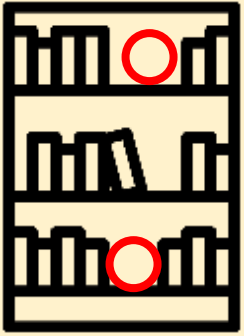
Year 9 - How do I revise?

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.



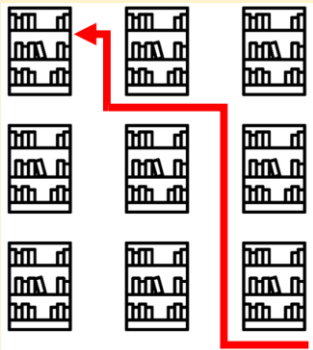
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

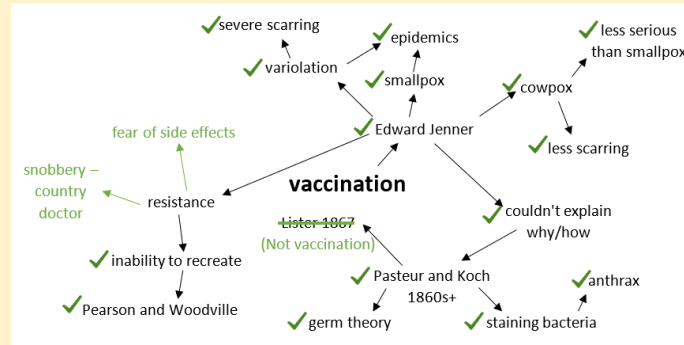
Revision strategies to try:

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:



Year 9 - English

Multiple Choice Quiz:

You will be asked to answer questions on The Social Dilemma and Aristotelian Rhetoric. There will also be an unseen poem for you to read and use, to answer a set of comprehension and inference questions.

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

The Social Dilemma

Aristotelian Rhetoric

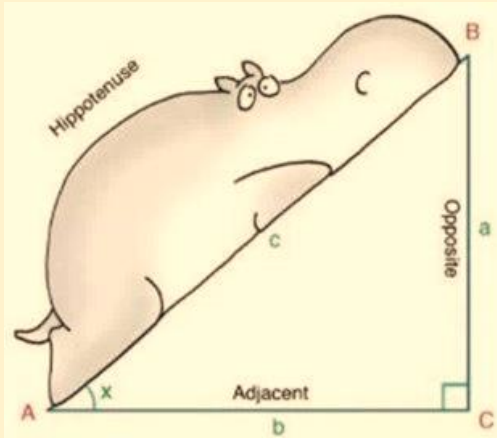
Unseen Poetry

Language features, word classes and grammatical structures

Mathematics Year 9 -Spring

Right angled triangle?

$H^2 = O^2 + A^2$ if it's right angled and you need to find a side length.

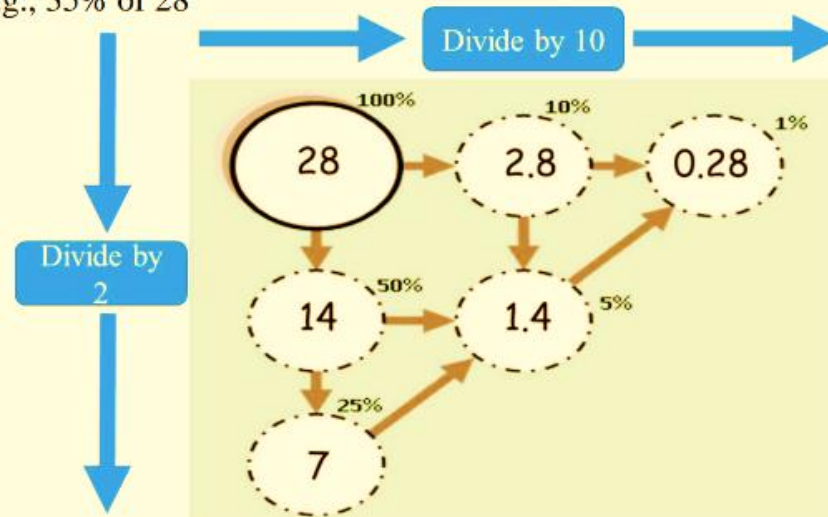


Workings

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!

Find 10% , 1% etc.
E.g., 35% of 28



$$35\% \text{ of } 28 = 9.8 \quad (3 \times 2.8 + 1.4)$$

Right angled triangle?

$H^2 = O^2 + A^2$ if it's right angled and you need to find a side length.

Higher only:

Step 1: Calculate Area of circle:
 $\pi \times \text{radius}^2$

Step 2:
Area of circle \times height of cylinder

Linear graph: $y = mx + c$

Parallel: Same gradient/slope (m)

Y-intercept (c) is where line crosses y-axis

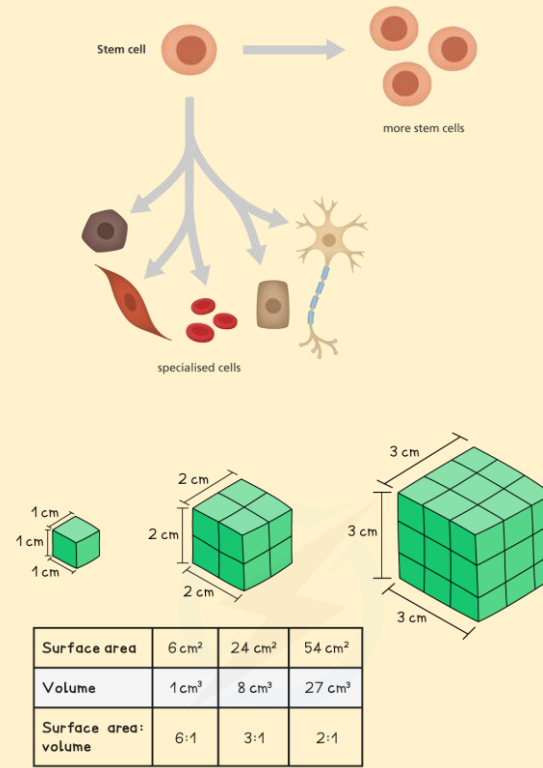
Presentation

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: Biology Topic 1 Cells

- Animal and plant cells
- Eukaryotic and Prokaryotic Cells
- Stem Cells
- Cell Division
- Diffusion
- Osmosis
- Active Transport
- Surface Area to volume ratio
- Exchange surface adaptations



Active Transport	Simple Diffusion	Osmosis
Active	Passive	Passive
Low to High Concentration	High to Low Concentration	High to Low Concentration

Fig 4. Types of Transport in Cells.

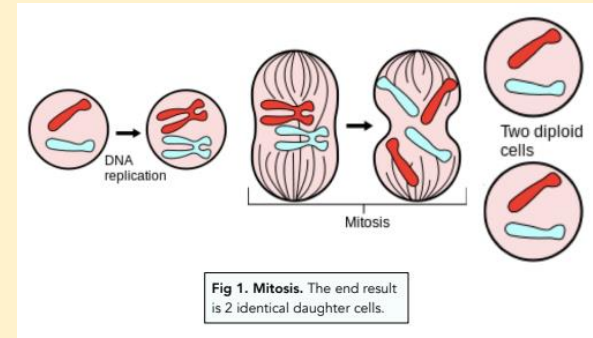
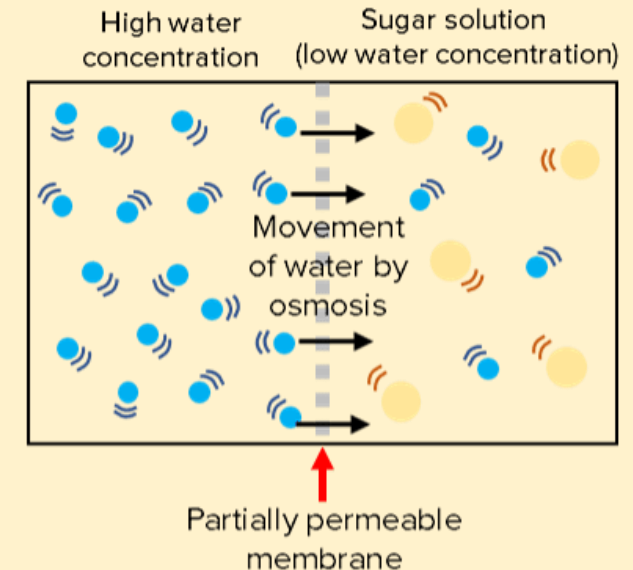
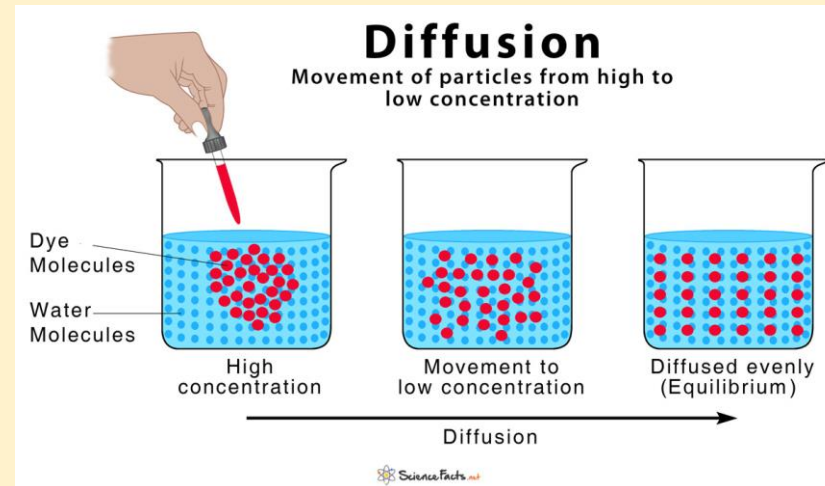
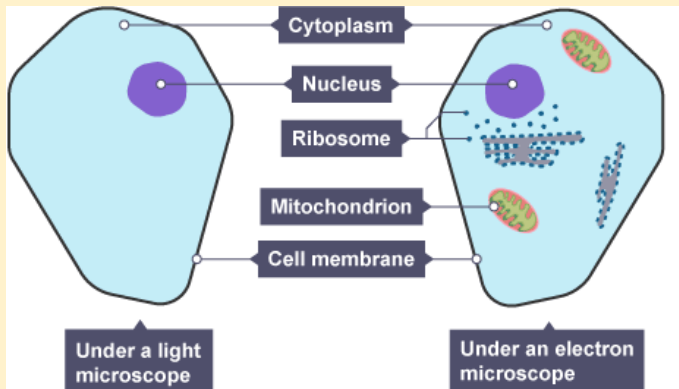


Fig 1. Mitosis. The end result is 2 identical daughter cells.



Spanish

What you need to know to do well in Key Assessment 2:

- Say what types of holidays you like / dislike and why.
- Talk about holidays activity you can/can't do using the modal verb PODER
- Say how you prefer to travel and why – adding comparisons
- Say where you like to stay and why – adding comparisons
- Say who you go on holidays with

Do all of the above in the PAST TENSE

¡ NOS VAMOS DE VACACIONES !



Medios de transporte



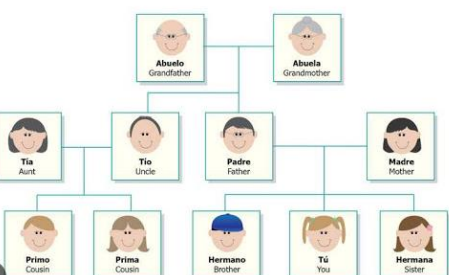
OPINION VERBS

- Me gusta(n)
- Me encanta(n)
- Me chifla(n)
- Me mola(n)
- Me interesa(n)
- Me flipa(n)
- Me apasiona(n)
- Prefiero
- No me gusta(n)
- No me gusta(n) nada
- Odio
- Detesto
- No soporto
- No aguanto



FAMILY MEMBERS

Miembros de la familia



tomar el sol	sunbathe
ir de compras	go shopping
comer en restaurantes	eat in restaurants
descansar	relax
ir al cine	go to the cinema
visitar monumentos	visit monuments
hacer windsurfing	do windsurfing
practicar el esquí	practise skiing
ir de excursión	go on day trips

- voy = I go
- vamos = we go
- viajo = I travel
- paso = I spend (time)
- me alojo = I stay
- me quedo = I stay
- fui = I went
- viajé = I travelled
- pasé = I spent
- me alojé = I stayed
- me quedé = I stayed

What ARE looks like in Year 9 KA2 – can you translate it?

Normalmente, me gustan las vacaciones al sol ya que puedo tomar el sol y puedo descansar en la playa. Sin embargo, odio las vacaciones en el campo puesto que no puedo ir de compras y no puedo comer en restaurantes. Usualmente, viajo en coche con mi familia pero sé que sería mejor viajar en tren ya que es bueno para la planeta.

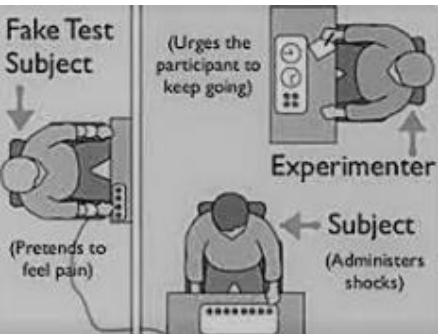
Generalmente me alojo en un hotel con cuatro estrellas porque es confortable y lujoso. Odio quedarme en un campamento dado que es barato pero sucio.

El verano pasado, fui a España con mis amigos y fue increíble y emocionante. Viajé en avión y fue caro pero rápido también. Me alojé en una villa con piscina y pasé dos semanas fantásticas.

Tips to revise for your Spanish assessment:

- use the student page to look at the lessons again and revise from the power points.
- 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



Key Topics:

- Morality
- Authority
- Responsibility
- Nature of God
- Problem of evil and suffering
- Trinity
- Creation

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	... <i>accurately explain meanings of concepts/words</i> in the traditions encountered and studied (taught at the Inquire step). ... <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). ... <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.
At Evaluate	... <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. ... <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).

Where to find information:

- Your book- this should contain everything you need
- BBC Bitesize Christianity
- BBC Bitesize Buddhism
- Textbooks- speak to Mr May for the loan of a textbook if you would like further information
- Your class teacher- if you are unsure about anything speak to your teacher

Year 9 - Computer Science

Media Animations

To optimize revision for this Animations unit, you should focus on understanding Blender's key features and workflows. Review foundational concepts such as object manipulation, keyframe animation, and scene setup. Practice tasks like creating 3D models, animations, and experimenting with different rendering techniques can reinforce learning. Additionally, revisiting your lessons on complex modeling and applying colors to models will help solidify your skills. Engage in self-assessment and peer review to improve and refine your work. It's also beneficial to explore additional resources such as online tutorials or projects to deepen your understanding.

Regular practice and experimentation with Blender's tools and techniques will enhance proficiency in creating 3D animations and graphics.

Unit Keywords:

Object	Any item or element within a scene or animation in Blender, such as models, lights, or cameras.
Sphere	Geometric primitive shape in Blender used as a basic building block for modelling.
Scale	Transforming an object's size in Blender, adjusting its dimensions along different axes.
Keyframe	A specific frame in an animation sequence where a value is set, defining the start or end point of a motion or transformation.
Tweening	Short for "in-betweening," the process of generating intermediate frames between two keyframes to create smooth motion.
Stop Motion	Animation technique where physical objects are photographed / rendered in incremental positions to simulate movement when played back.
Animation	Creating motion and change over time in Blender, bringing objects and scenes to life.

Rotate	Changing an object's orientation or angle in Blender, typically around one or more axes.
Scale	Transforming an object's size in Blender, adjusting its dimensions along different axes.
Parenting	Associating one object with another in Blender, causing the child object to inherit the transformations of its parent.
Extrude	Creating new geometry by extending existing faces or edges outward in Blender, often used for adding depth to objects.
Vertex	A point in space defining the corners or intersections of edges in Blender's 3D modelling environment.
Proportional	Adjusting the influence of one action on nearby objects in Blender, allowing for more natural and intuitive editing.
Knife Tool	Blender tool for cutting through edges or faces in a mesh, enabling precise and controlled editing.
Organic	Referring to shapes, textures, or animations with natural or lifelike characteristics.
Subdivision	Subdivision: Increasing the level of detail in a mesh by subdividing its faces or edges, resulting in a smoother surface or animation.

Python Programming

For effective revision of Python Programming, focus on mastering basic concepts like input/output, variables, arithmetic, selection, iteration, and Boolean logic. Practice writing Python programs, paying attention to syntax and mechanics of program execution.

Use pair programming, live coding, and worked examples for better understanding. Review progression of concepts covered and apply them to solve problems. Utilize Python cheat sheets and external references to reinforce knowledge.

Unit Keywords:

Algorithm	Step-by-step procedure for solving a problem, fundamental to all programming languages.
Interpreter	Software that executes code line by line, essential for interpreting code in various languages.
Assignment	Storing a value in a variable.
Selection	Decision-making based on conditions.
Program	Set of instructions written in code to perform a specific task.
Programming Environment	Software tools for writing, testing, and debugging code.
Operators	Symbols representing actions performed on operands in Python (e.g., +, -, *, /).
Sequence	Ordered arrangement of instructions to be executed within code.
Programming Language	Set of rules and syntax used to write Python code.
Input	Data provided to a program, necessary for processing and manipulation in programming tasks.

Expressions	Combinations of variables, literals, and operators evaluated to produce a value in programming.
Iteration	Repetitive execution of a block of code, a key construct for looping in programming.
Translation	Conversion of code into machine-readable instructions or another language, essential for cross-platform compatibility.
Output	Result produced by a program, crucial for communicating the outcome of computations.
Integers	Whole numbers used in programming, a fundamental data type for numerical operations.
Boolean	Data type representing truth values (True or False).
Execution	Process of running a program, the ultimate goal of writing and debugging code.
Variables	Named storage locations holding data in programming, essential for storing and manipulating information.
Strings	Sequences of characters, commonly used for text manipulation in programming.
Conditions	Criteria used to control the flow of execution in programming, often implemented with if statements or loops.

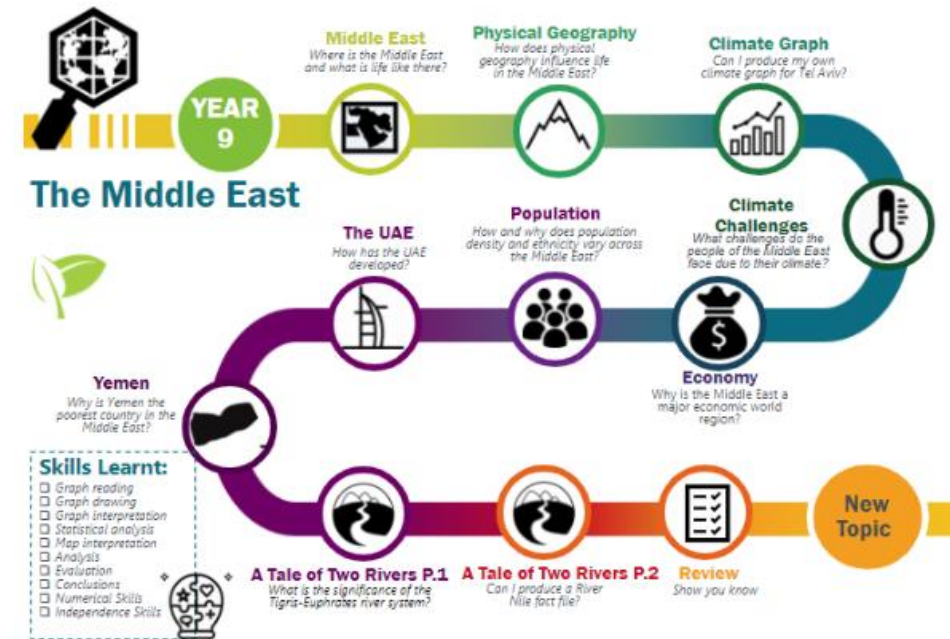
Y9 Geography

Key Questions:

- How is fieldwork conducted?
- What sampling strategies can you use?
- What are the biomes of the Middle East?
- What challenges does the population of the Middle East face?
- How are the oil reserves impacting the Middle East?

Use the student area
to recap and review
all our lessons

[Y9 - \(sharepoint.com\)](https://sharepoint.com)



Year 9 History Revision

Key topics to focus on:

- Treaty of Versailles
- The Atomic Bomb
- Chronology of the medieval, early modern, industrial and modern periods.
- The definition of crimes
- How punishments have changed over time



Middle Ages/Medieval period
c1000-c1500

Early Modern period
c1500-c1700

Industrial period
c1700-c1900

Modern period
c1901-Present



PE End of Term 2 Revision – Year 9

Exercise Intensity

WT knowledge

Can you:

Identify RPE (Rate of Perceived Exertion)

Name the equation to measure maximum heartrate (220-age)

ARE knowledge

Can you:

Explain the relationship between heartrate and RPE

Suggest why an older person has a lower maximum heartrate

AGD knowledge

Can you:

Evaluate the limitations of the BORG Scale

Recommend why the BORG Scale should be used in training

Principles of Training

WT knowledge

Can you:

Identify FITT principles (Frequency, Intensity, Type, Time)

State what SPORVA principles are and there meanings (Specificity, Progression, Overload, Rest & Recovery, Variation, Adaptation)

ARE knowledge

Can you:

Explain how an injury will affect training (R)

Suggest why training may start to become too easy and how you can change that

AGD knowledge

Can you:

Justify why a beginner will have a less intense training plan

Evaluate how a body builders muscles adapt

Long Term Effects of Exercise

WT knowledge

Can you:

Identify Hypertrophy (increase in muscle size)

State why increased joint stability happens

ARE knowledge

Can you:

Explain stroke volume

Suggest a long term effect on the cardiorespiratory system

AGD knowledge

Can you:

Justify what Osteoporosis is

Evaluate why a cyclist could have an increase in heart size

Benefits of Exercise – physical, social, psychological

WT knowledge

Can you:

Identify three benefits of exercise

Name a physical benefit of exercise

ARE knowledge

Can you:

Define social benefits of exercise

Suggest how you can improve physical performance

AGD knowledge

Can you:

Justify social benefits of exercise

Recommend how a sportsperson can improve their mindset

Remember

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

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



PE student pages



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

Revision Topics Year 9

Catering

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

Graphics

1. Typography
2. Design Movements
3. Rendering techniques
4. Drawing equipment
5. Use of Colour

3D Design

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



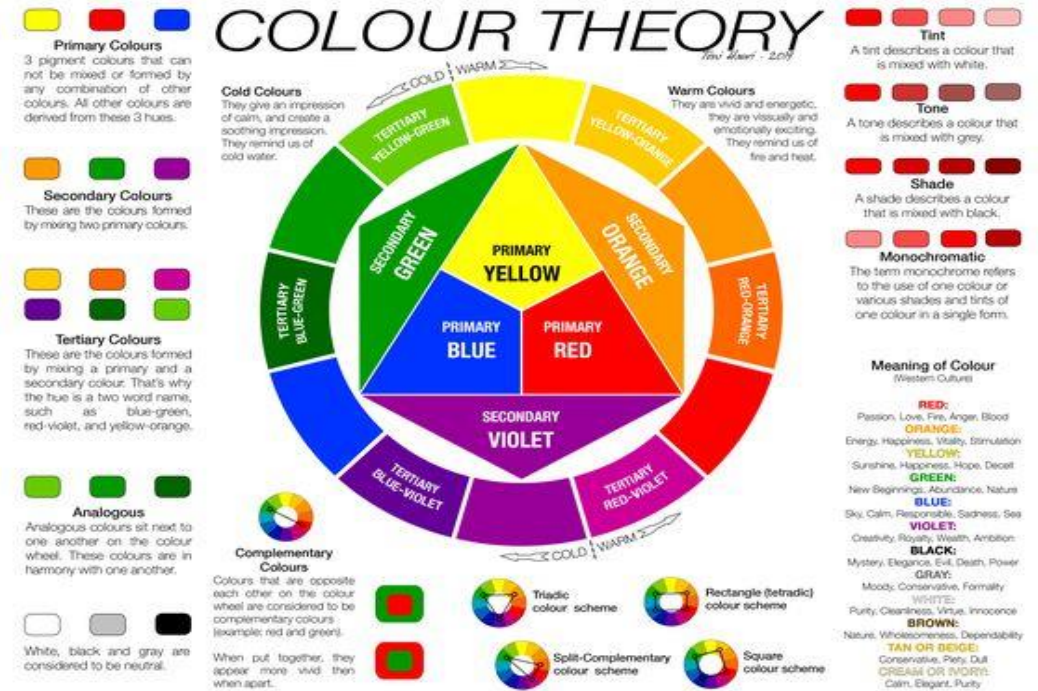
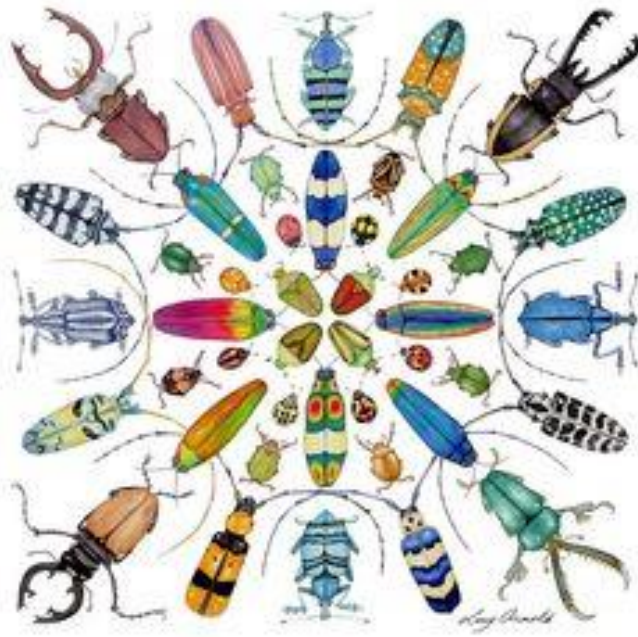
Please refer to the big pictures printed in the front of your book for more in-depth topic information

Scan here for extra resources on student portal.

Art

What you need to know to do well...

1	Karl Blossfeldt – 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

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

