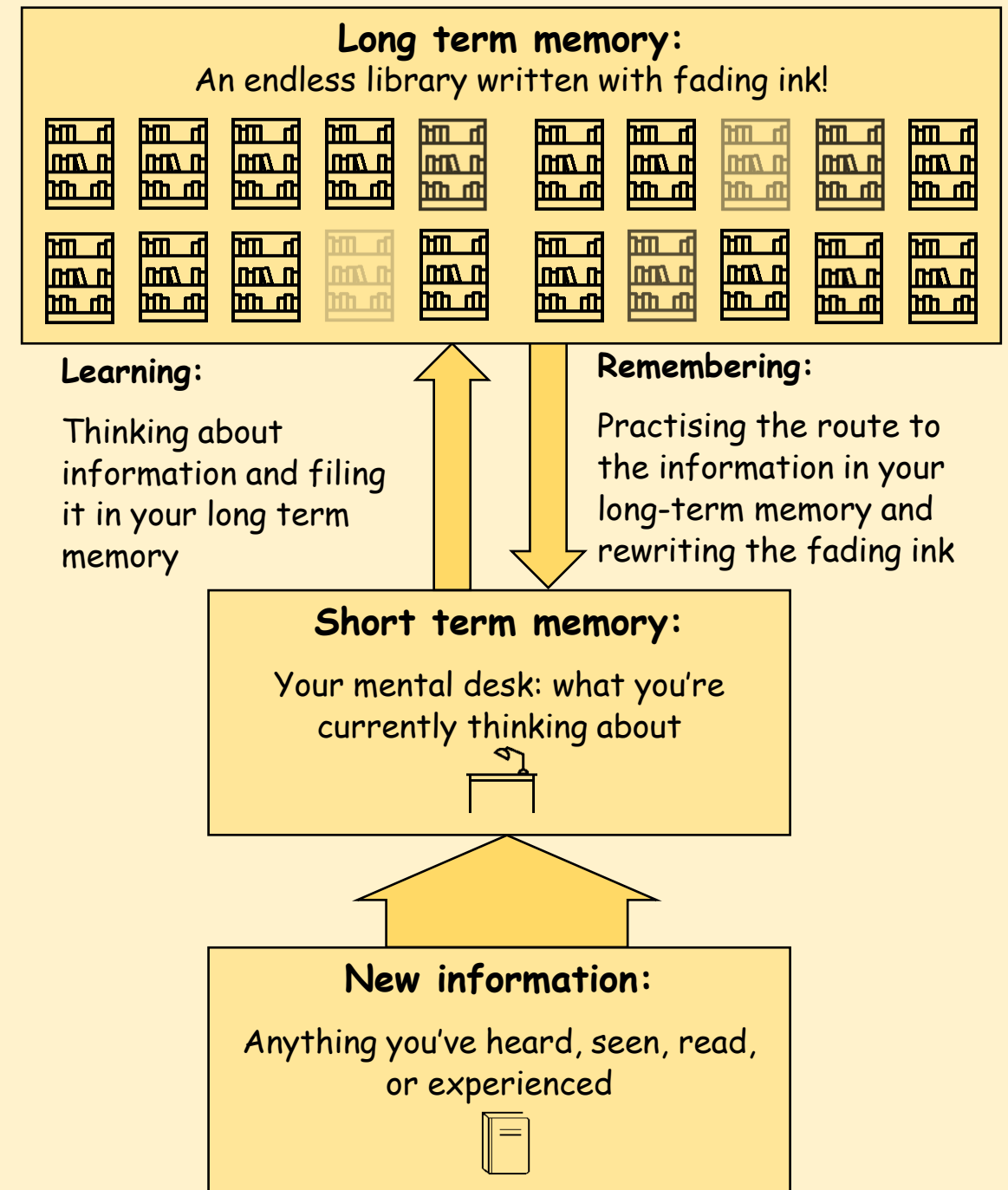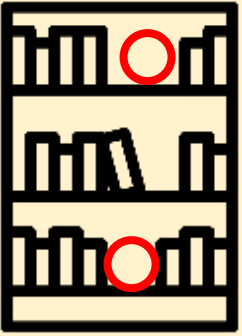# How do I revise?

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.

Long term memory:
An endless library written with fading ink!

Learning:
Thinking about information and filing it in your long term memory

Remembering:
Practising the route to the information in your long-term memory and rewriting the fading ink

Short term memory:
Your mental desk: what you're currently thinking about

New information:
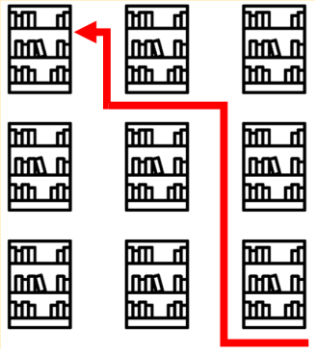Anything you've heard, seen, read, or experienced

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.

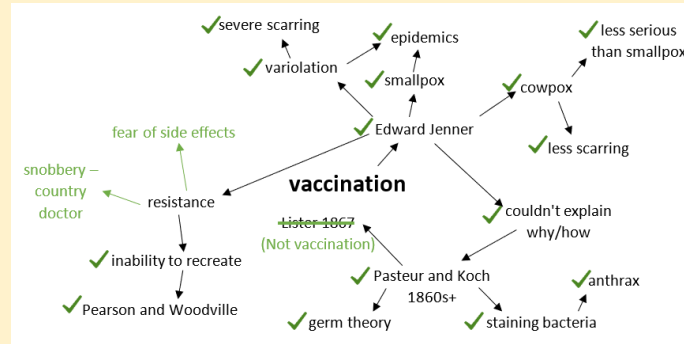3. Practising recalling knowledge quickly.

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:
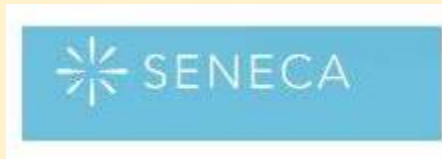

Watch videos:

Flashcards:

osmosis

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

Practising exam questions:

Online platforms:

English

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

Year 9
GCSE Literature: Animal Farm or An Inspector Calls

Using your exercise books, Seneca and other online resources, you need to revise the following:
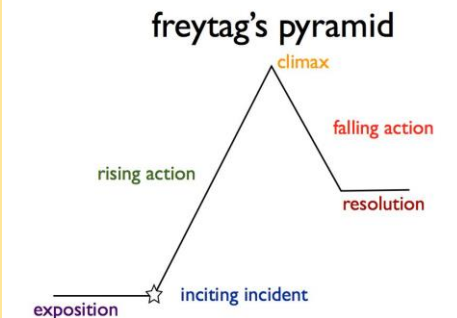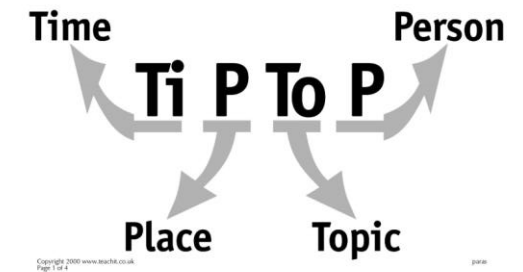
- Plot
- Characters
- Themes
- Context

You also need to revise the top quotations for your text. Remember, you do not have an extract in the exam.

Your knowledge will be assessed through a Multiple Choice Quiz in class. You will also complete a GCSE Literature question.

Revision for exam technique:
- Student Portal
- Mr Bruff on Youtube |

How to have TiPToP paragraphing skills
Time · Person · Place · Topic
Ti P To P

freytag's pyramid
climax
rising action · falling action
resolution
exposition · inciting incident

Yr 9

Maths

Mathematics		
Year 9 Spring	hegartymaths	MurphysMaths
Topic	**Hegarty maths**	**MurphysMaths**
Equation of a line	207	
Inequality on a number line	266	
Surface area	585	
Translate a shape	638	
Loci from a point	674	
Density, Mass, Volume	732	
Pythagoras	497-499	Click here
Click for Student shared area		

Yr 9

Year 9 - Biology

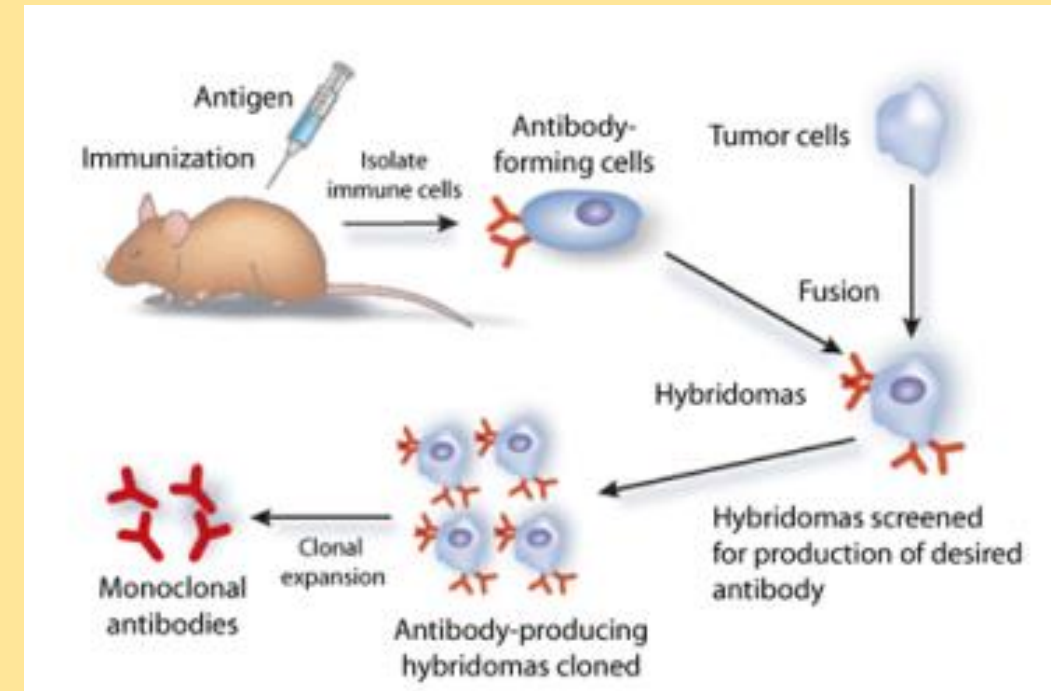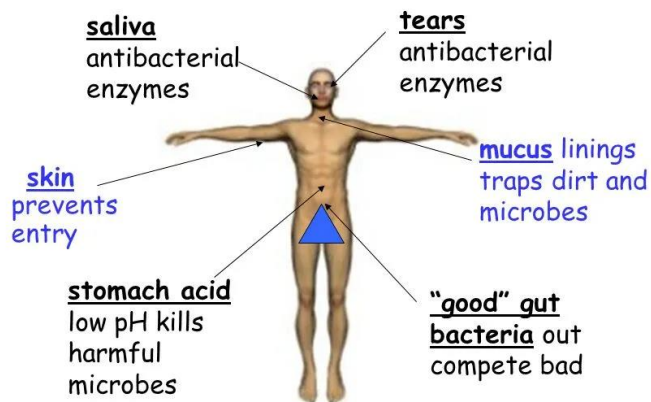| Pathogen	Example in animals	Example in plants
Viruses	HIV potentially leading to AIDS	Tobacco mosaic virus
Bacteria	Salmonella	
Fungi	Athlete's foot	Rose black spot
Protists	Malaria	
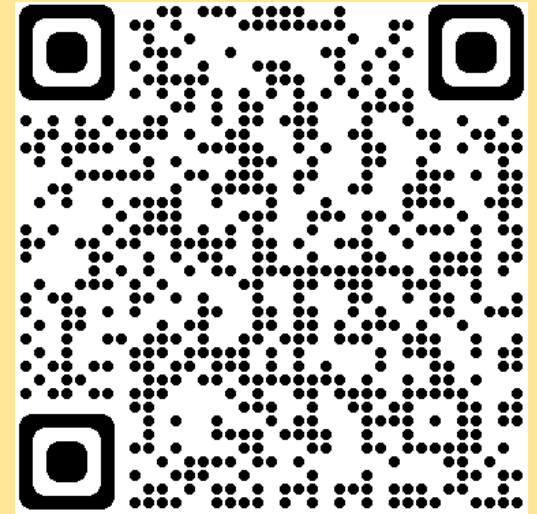
Key Areas:
- Types of pathogen with examples
- How the body defends itself
- Drug testing
- Where drugs originate from
- How vaccines work
- Antibiotics
- Plant defenses
- Monoclonal antibodies
- Plant deficiencies

First lines of defense

saliva antibacterial enzymes

tears antibacterial enzymes

skin prevents entry

mucus linings traps dirt and microbes

stomach acid low pH kills harmful microbes

"good" gut bacteria out compete bad
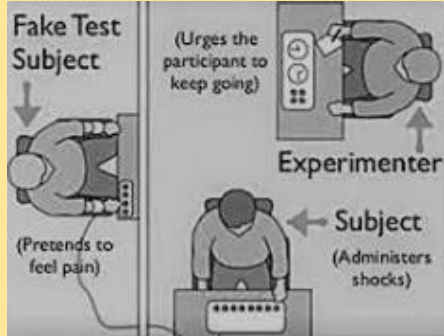
White blood cells:
- Phagocytosis (engulf destroy)
- Produce antibodies (bind to antigens)
- Produce antitoxins (counteract toxins)

Pathogen: Disease causing microbe

Vaccines: Dead or inactive parts of a pathogen

Yr 9

RE Testing Week:

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

Key Topics:

- Morality
- Authority
- Responsibility
- Nature of God
- Problem of evil and suffering
- Trinity
- Creation
- Afterlife
- Life of the Buddha
- Three Marks of Existence
- Four Noble Truths

At Communicate	... *respond creatively as well as offer more detailed explanations* for their own responses to their experiences of the concepts/words introduced.
At Apply	... *explain examples of* how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	... *accurately explain meanings of concepts/words* in the traditions encountered and studied (taught at the **Inquire** step).
	... *accurately explain* 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).
	... *appreciate and begin to explain how the concepts/words may interact together* to influence the way people think and speak and act in the world.
At Evaluate	... *discern value* 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 *articulating the value* of their interconnections.
	... *discern possible value for* 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

- 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

Yr 9

Spanish

What you need to know to do well in Key Assessment 3:

AGD

School subjects you like / dislike and why
Teachers you like / dislike and why + correct word order
Give opinions about school and facilities – using the conditional talk about ideal
Give at least 4 opinions with a complex reason about school / subjects / teachers
Say what I do before / during / after school using the correct verb
Describe uniform in detail and describe idea uniform using the conditional
Use adjectives in the right form and at the right place
Use a variety of connectives and a range of adjectives

TENER	TO HAVE	LLEVAR	TO WEAR
Tengo	I have	Llevo	I wear
Tienes	he/she/it has	Lleva	he/she/it wears
Tenemos	we have	Llevamos	we wear
Tienen	they have	Llevan	they wear

What an ARE paragraph looks like: AGD

Mi colegio se llama PCS y pienso que es un colegio bueno. Mi asignatura favorita es la historia dado en mi opinión es muy interesante y importante para mi futuro. Al contrario, no me gusta nada estudiar las ciencias ya que para mi, son muy dificiles y aburridas.

Me llevo bien con mi profesor de matemáticas dado que nunca grita y explica bien sin embargo no me gusta mi profesora de música ya que es estricta.

Antes del colegio, charlo con mis amigos en la cantina y es muy gracioso pero durante las clses, escucho al profesro porque necesito trabajar duro para sacar buenas notas.

En mi escuela, hay un teatro muy moderno y es guay pero me gustaría mucho tener una piscina para practicar la natación dado que es mi deporte favorito.

Mi uniforme es unos pantalones negros con una corbata roja y una chaqueta negra pero me gustaría llevar mi propria ropa porque el uniforme es anticuado.

Phrase	Opinion Phrase	School Subject
Personalmente a mí *Personally to me* **A mí** *To me*	**me encanta** *I love* **me gusta mucho** *I really like* **me gusta** *I like* **no me gusta** *I don't like* **no me gusta nada** *I really don't like*	el inglés. *English* el español. *Spanish* el francés. *French* el comercio. *business* el dibujo. *art* el teatro. *drama* la educación física. *PE* la geografía. *geography* la historia. *history* la informática. *computing / IT* la religión. *RE / RMPS* la música. *music* la tecnología. *technology*
Odio *I hate*		
Sí, [School Subject] es mi asignatura preferida. *Yes, [School Subject] is my favourite subject.*		

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: Park2020) 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 school and uniform and send it to your teacher for feedback.

Geography

Key Questions:

How ecosystems function:

What is the relationship between climate and biomes at a global scale?

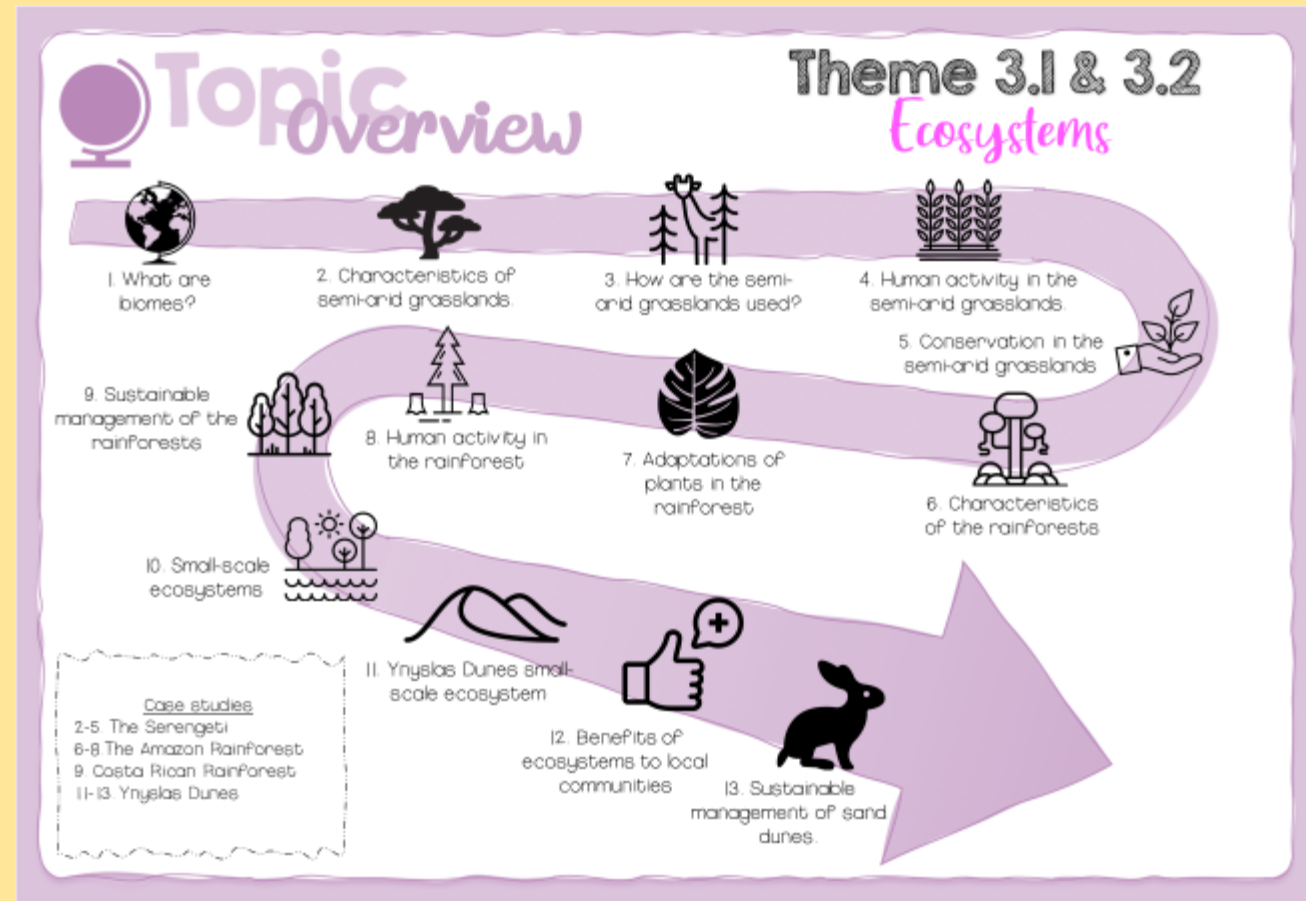What physical processes and interactions operate within ecosystems?

How are small scale ecosystems in the UK used and managed?

Ecosystems under threat:

How are ecosystems used by people?

How are ecosystems damaged by human activity?

Why and how are ecosystems managed in a sustainable way?

Use your class booklet and Seneca to review and consolidate your learning

Yr 9

History Revision

Key topics to focus on:

- Treaty of Versailles

- The Atomic Bomb

- Chronology of the medieval, early modern, industrial and modern periods.

- How the definition of a crime changed over the medieval period

- Changes to law enforcement over the medieval period.

- New definitions of crime in the early modern period.

- Matthew Hopkins and Witchcraft.

Middle Ages/Medieval period c1000-c1500	Early Modern period c1500-c1700	Industrial period c1700-c1900	Modern period c1901-Present

Yr 9

Revision Topics Year 9

Design and Technology

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.

Yr 9

PE End of Term Revision Topics

Warming up
- Stages
- Purpose
- Benefits

Short term effects of exercise (5)
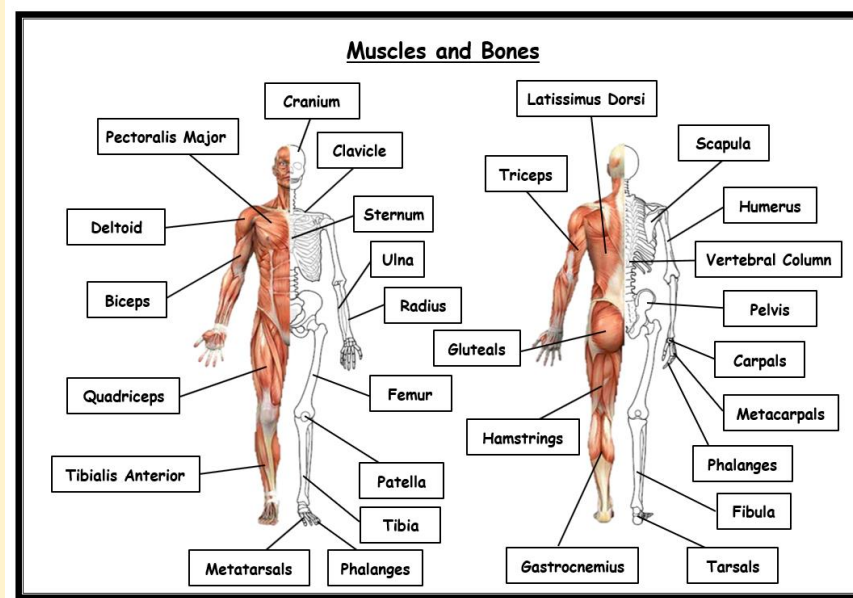- Cardiorespiratory system
- Musculoskeletal system
- What and why

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

Benefits of exercise
- Physical
- Psychological
- Social

Muscles and Bones

Cranium
Pectoralis Major
Clavicle
Latissimus Dorsi
Scapula
Triceps
Deltoid
Sternum
Humerus
Ulna
Vertebral Column
Biceps
Radius
Pelvis
Gluteals
Carpals
Quadriceps
Femur
Metacarpals
Hamstrings
Tibialis Anterior
Patella
Phalanges
Tibia
Fibula
Metatarsals
Phalanges
Gastrocnemius
Tarsals

Components of fitness
- Health related components
- Physical components
- Definitions and examples

Methods of training
- Type of training
- Technique / instructions
- Benefits

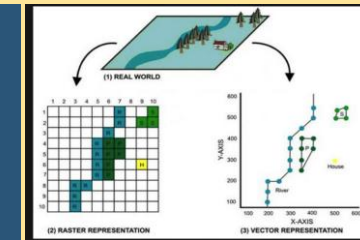**Athletics**
- Throws/Jumps/Runs
- Technique
- Safety

Rounders
- Rules
- Safety
- Tactics and strategy

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%

Yr 9

Computer Science – Assessment criteria

E-safety	Cybersecurity	Data Science	Media - Animations	Python Programming	Data Representation	Computational thinking
You can demonstrate you understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.	You understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems

You can demonstrate you understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns. | You can undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.

You can understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy. | You can design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.

You can demonstrate how to undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users. | You can use two programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.

You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability. | You can understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits

You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability | You can understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem. |

Yr 9

Computer Science - Content to revise

Unit title	What you should know	Link
Cybersecurity	• Explain the difference between data and information • Recognise how human errors pose the biggest risks to networks • How to identify a range of attack methods and ways to prevent them • Understand the limitations of networks and the probability of attacks.	Cybersecurity
Data Science	• How to visualise data and trends • How to select appropriate software to support your work • How to use the PPDAC methodology to investigate an issue • How to carry out data cleansing and validation	Data Science
Media - Animations	• How to select the most appropriate software for a task • How to develop basic objects using a range of techniques • How to animate an object • How to use lighting techniques and camera angles • How to use Blender effectively	Media - Animations
Python Programming	• How to write python programs for real-world scenarios • How sequence, selection and iteration work • How to use variables, constants and sub-routines • How to use relation operators to form logical expressions • How to use external libraries and modules • How to use appropriate data types and structures in your solutions	Python Programming

Yr 9

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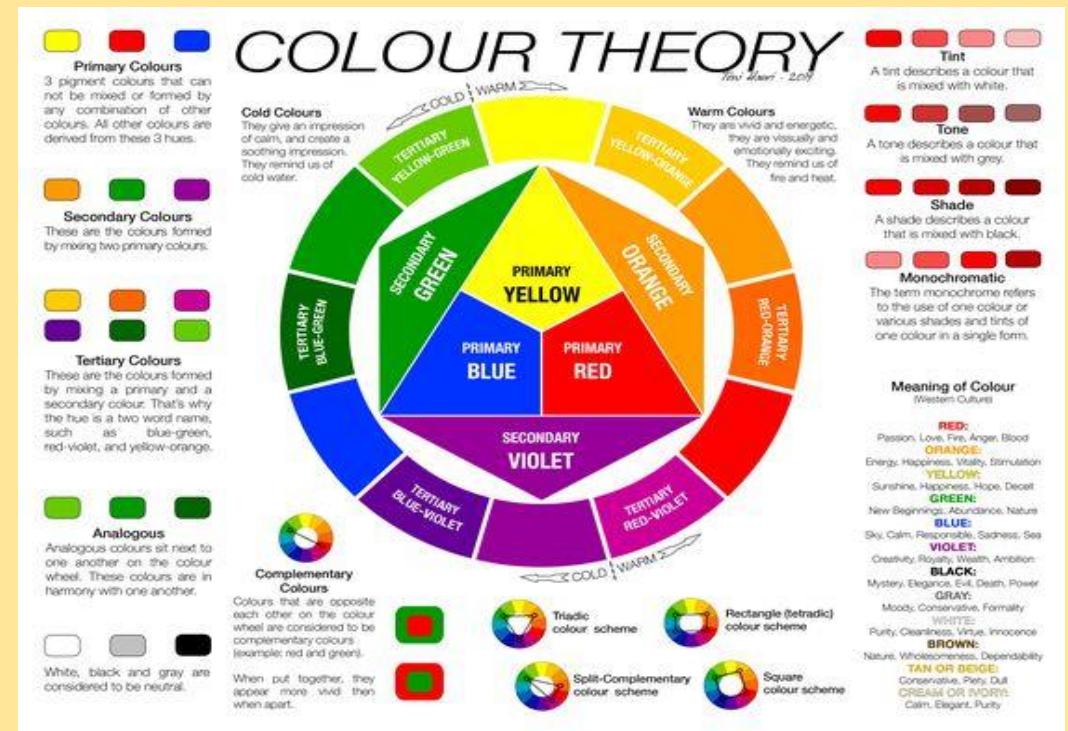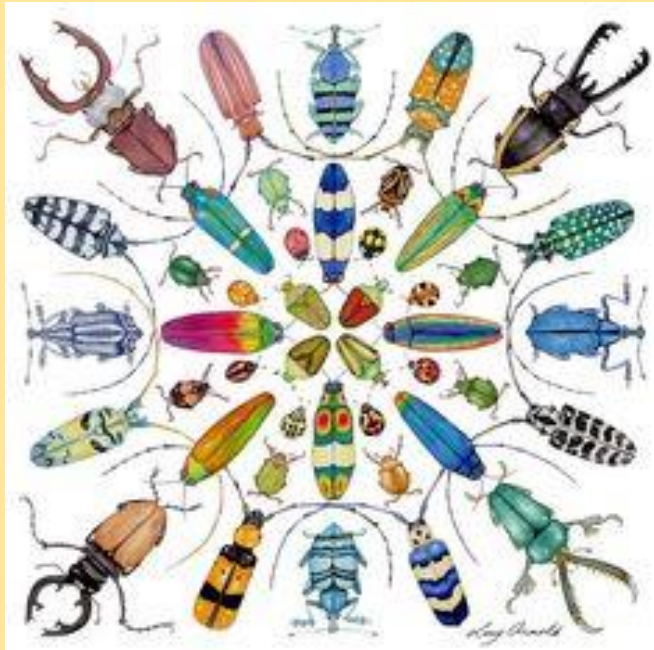
Tips to revise for your Art assessment:
- Recap colour theory especially complimentary and tertiary colours
- Research Lucy Arnold and her work – what is her style of work called? What else has she painted?
- Check out the elements of art here: Elements of Art - GCSE Art and Design Revision - BBC Bitesize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

Yr 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

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

Yr 9