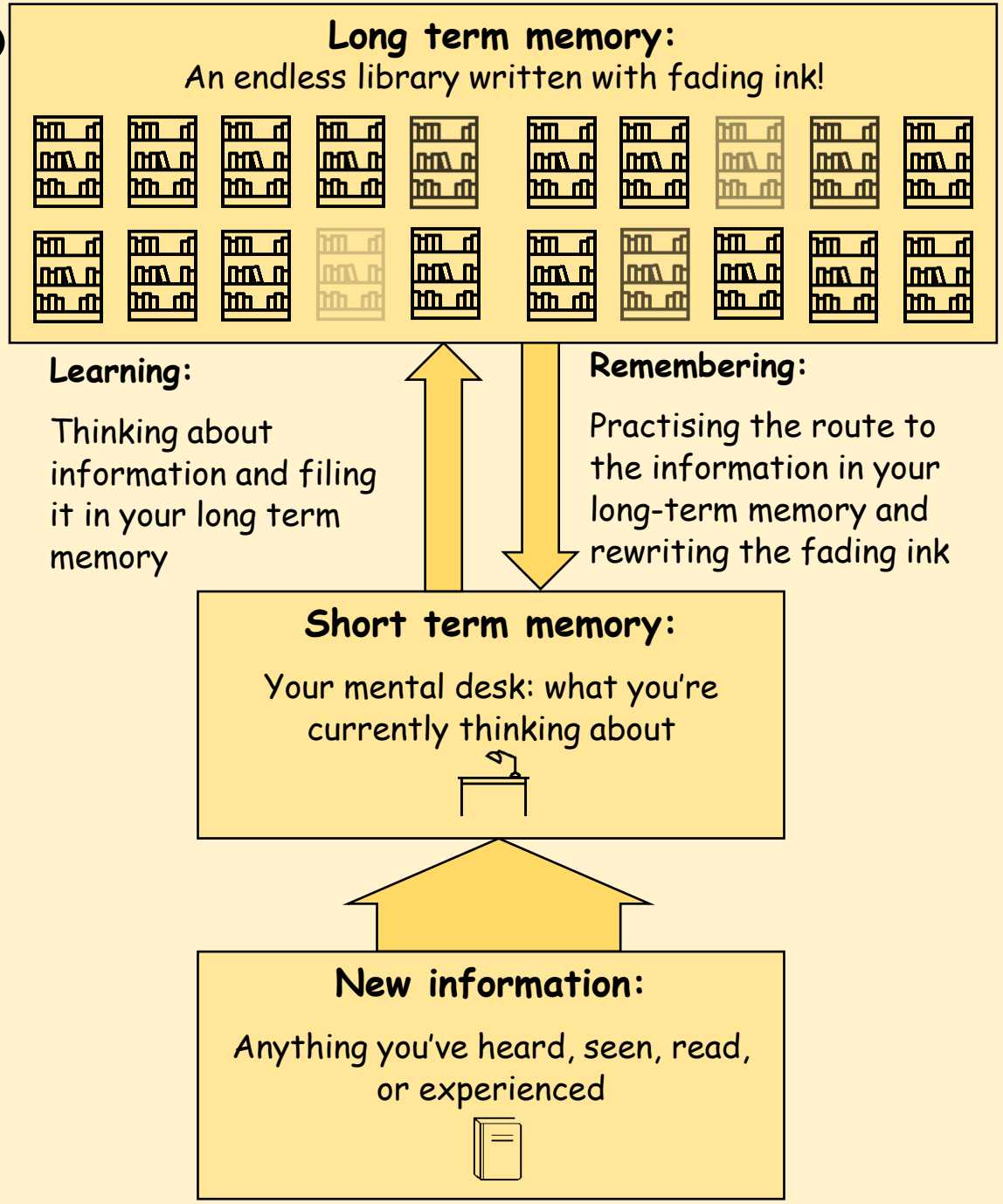
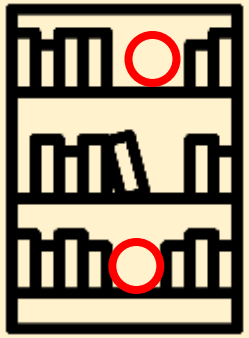
Yr9 - How do I practice?

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.

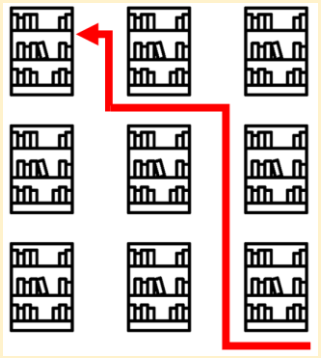


Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.

2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

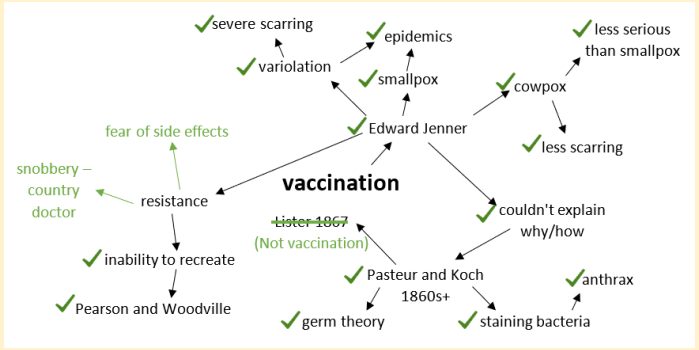
Strategies to try:

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:

SENECA

MEM RiSE

BBC Bitesize

Sparx Maths

Year 9 English Testing Week

You will be completing two assessment tasks. One will be an MCQ that tests your knowledge of An Inspector Calls and the Power & Conflict poems studied so far this year. The second will be an exam response to a poetry comparison question. You have been practising this skill in your lessons.

Where can I find revision resources?

Use the English student area to revise the poems and An Inspector Calls. Just click on 'Year 9' and then 'GCSE Literature revision'.

There are lots of videos, quizzes and practice questions for you to have a go at!

How can I prepare?

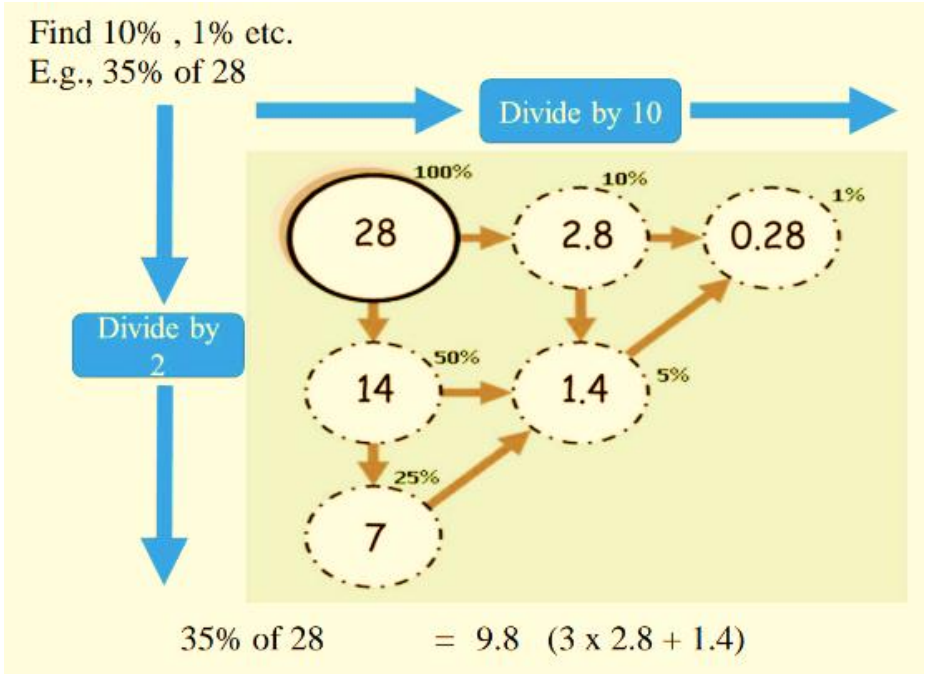
- Use flash cards to record, dual code and explode key quotations.
- Create quizzes and test yourself.
- Use the quizzes in the student area to test yourself.
- Reduce notes into 5 key words.
- Practice responses using the exam questions in the student area.
- Improve responses in your book using teacher feedback.

What poems have we studied?

- My Last Duchess
- Ozymandias
- The Emigree
- Exposure
- Remains
- Bayonet Charge
- Charge of the Light Brigade
- Kamikaze
- Poppies
- War Photographer

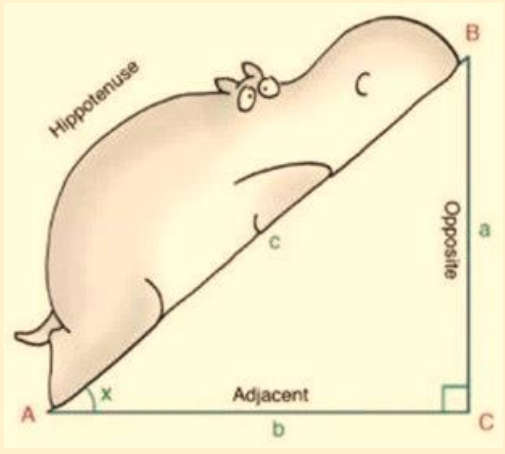
Mathematics Year 9 -Spring

Some topics to revise (Sparx code)
Percentage change (U773)
Angles in parallel lines (M606)
Translations (M139)
Simple interest (U533)



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:
$\pi \times radius^2$

Step 2:
Area of circle x 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 revision for KA2

As you have recently sat a Biology Topic 1 Test in class, we are now going to focus on our key graphing skills in lessons. You will then sit a paper that purely analyses your graphing skills.

The paper will be divided into three sections that you need to master.
1. Plotting graphs
2. Describing trends/patterns
3. Performing calculations (reading values, percentage increase/decrease and gradients)

You will practice these skills in class over the next few weeks but you should also watch these videos to support your learning.

Support Videos:

Drawing Graphs (Basic)

Drawing graphs (advanced)

How to describe a graph

Geography: Y9 Testing Week

Key Questions:

Step 1 Know and Remember: Do you remember our keywords and definitions related to fieldwork and the Middle East?

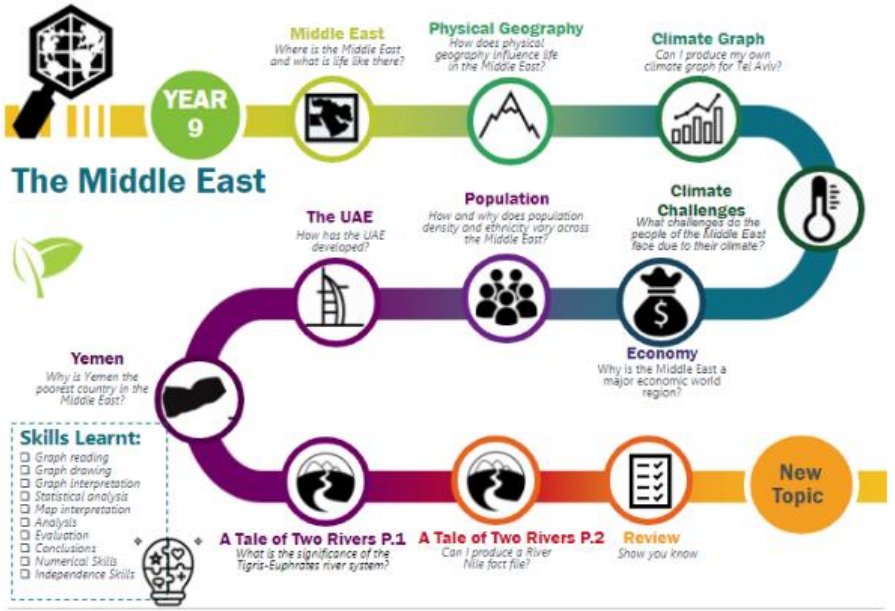
Step 2 Comprehend and Understand: Do you understand the different methods of fieldwork sampling?

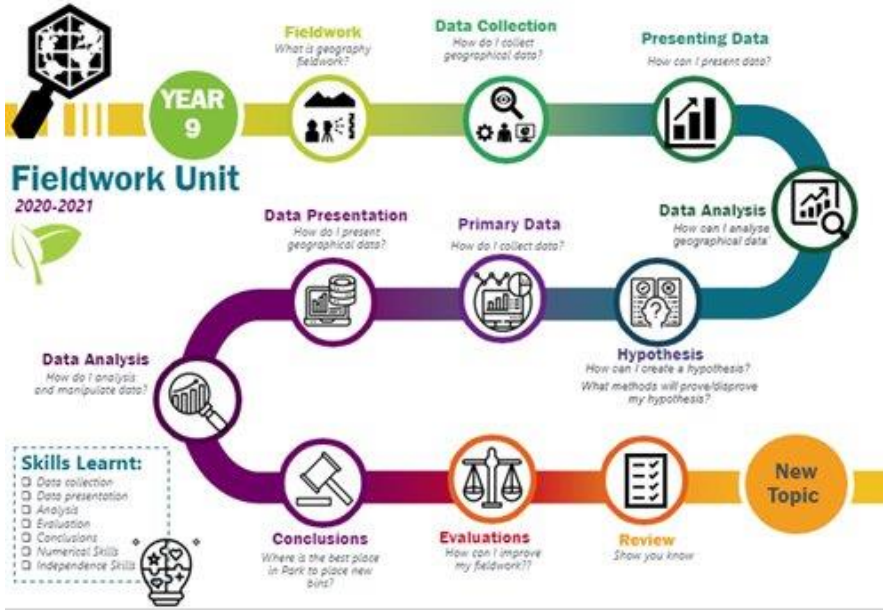
Step 3 Application: How do we create a mean, medium and mode with our fieldwork data?

Step 4 Analysis: Can you explain why the Middle East is a major economic region and the impact of this?

Step 5 Evaluation: Can you produce a balance argument on the positives an negatives of using grey water?

Step 6 Creating: How can the Middle East reduce its water stress? Can you create a solution using your chains of reason and SEE factors!



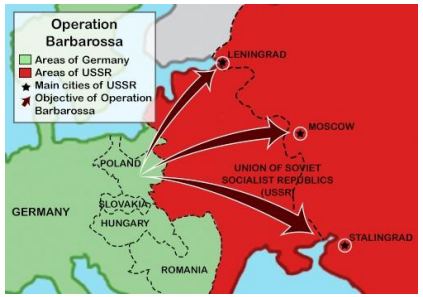


Use the student area to recap and review all our lessons

[Y9 - Middle East]

[Y9 - Fieldwork]

Year 9 History for Key Assessment 2



SCAN ME

To achieve Step 1	To achieve Step 2	To achieve Step 3	To achieve Step 4	To achieve Step 5	To achieve Step 6
• Identify correct time periods (AD/BC) • Know what antisemitism is • Know about the start of World War II	• Summarise how experiences of the Holocaust were different • Summarise what a historical interpretation is	• Explain why World War 2 started • Explain why Britain's power changed over the 20th century	• Suggest why different sources are useful • Quote interpretations to prove a point • Link knowledge to interpretations	• Evaluate the differences between the importance of D-Day and the Battle of Stalingrad • Evaluate why Zionism is important	• Independently write about a significant event that happened in Britain, 1750-1900.

REVISION FOR YEAR 9 KEY ASSESSMENT 2

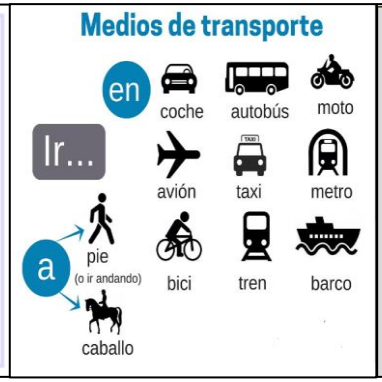
What you need to know to do well in Key Assessment 2:	
	Say what types of holidays you like / dislike and why.
	Talk about holidays activity you can/can't do using the modal verb PODER
	Say how you prefer to travel and why – adding comparisons
	Say where you like to stay and why – adding comparisons
	Say who you go on holidays with
	Do all of the above in the PAST TENSE + talk about FUTURE / ideal holidays

What STEP 5 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 major 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.

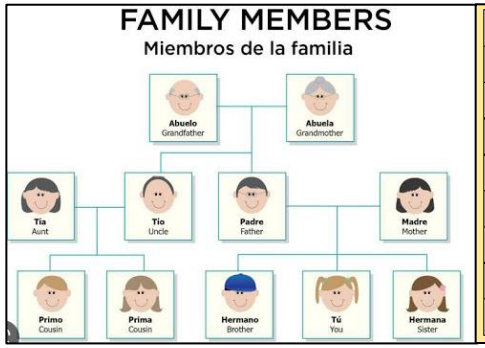
El verano pasado, fui a España con mis amigos y fue increible y emocionante. Viajé en avión y fuer caro pero rápido también. Me alojé en una villa con piscina y pasé dos semanas fantásticas.



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



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

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: Park2022) 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.

Year 9 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

Key Topics:

- Philosophy
- Metaphysics
- Epistemology
- Ethics
- Morality
- Political Philosophy
- Existence of God

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 Humanism
- 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

Year 9 - Computer Science KA2

Media Animations

Films, television, computer games, advertising, and architecture have been revolutionised by computer-based 3D modelling and animation. In this unit you will discover how professionals create 3D animations using the industry-standard software package, Blender. By completing this unit, you gained a greater understanding of how this important creative field is used to make the media products that we consume.

To be working above Step 4 in this unit you need to show:

- 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 create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

Object	Sphere	Scale	Keyframe
Tweening	Stop motion	Animation	Rotate
Scale	Parenting	Extrude	Vertex
Proportional	Knife tool	Organic	Subdivision

Physical Computing

In the first half of the unit, you got acquainted with the host of components built into the Micro:Bit, and wrote simple programs that use these components to interact with the physical world. In the process, you refreshed your Python programming skills and encountered a range of programming patterns that arise frequently in physical computing applications.

To be working above Step 4 in this unit you need to show:

- You can design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- 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
- You can use two or more 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];

Input	Output	Sensors	Hardware components
Selection	Iteration	Lists	Expressions
Circuits	Wireless	Project	Design
Problem	Prototype	Decomposition	Processing
Sequence	Evaluation	Pins	GPIO

Yr7-9 PE Test – Practice

Marathon runner – requires high levels of aerobic endurance.

Components of skill related fitness — P-Crab

Power	Coordination	Reaction Time	Agility	Balance
"The product of speed and strength to allow for explosive movements"	"The ability to move two or more body parts at the same time smoothly and effectively to allow effective application of technique"	"The time taken to respond to a stimulus"	"The ability to change direction quickly to allow performers to out manoeuvre an opponent"	"The ability to maintain centre of mass over a base of support"
Fitness Test	**Fitness Test**	**Fitness Test**	**Fitness Test**	**Fitness Test**
• Vertical standing jump test • Standing long jump • Margaria-Kalamen power test	• Alternate-Hand wall-Toss test • Stick flip coordination test	• Ruler drop test • Online reaction test (reaction timer test)	• Illinois agility run test • T Test	• Stork stand test • Y balance test


Football – requires high levels of balance when running at speed with the ball.


Football – requires high levels of muscular endurance


Gymnastics – requires high levels of flexibility and balance.


Rugby – requires high levels of muscular strength, power and endurance.

Components of Physical related fitness — *Mary Must cAre For Bill Smith*

Muscular Strength	Muscular Endurance	Aerobic Endurance	Flexibility	Body composition	Speed
"the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity"	"The ability of a muscle group to undergo repeated contractions avoiding fatigue"	"The ability of the heart and lungs to supply oxygen to the working muscles for long periods of time"	"The range of motion possible at a joint to allow improvements in technique"	"The relative ratio of fat mass to fat-free mass in the body"	"Distance divided by time to reduce time taken to move the body or body part in a game or event"
Fitness Test	**Fitness Test**	**Fitness Test**	**Fitness Test**	**Fitness test**	**Fitness Test**
• Grip dynameter • 1 Rep Max	• One-minute press up test • One-minute sit-up test • Timed plank test	• Multi-stage fitness test (bleep test) • Harvard step test • 12-minute Cooper run • Yo-Yo test	• Sit and reach test • Calf muscle flexibility test • Shoulder flexibility test	• Body Mass Index (BMI) • Bioelectrical Impedance Analysis (BIA) • Waist to hip ratio	• 30 metre sprint test • 30 metre flying sprint


Plyometrics – Power training

Training Methods

Continuous Training	Fartlek Training	Circuit Training	Interval Training	Plyometric Training	Weight Training	Static Stretching
Is submaximal aerobic exercise that has no breaks or rest. It lasts for a minimum of 20 minutes and can improve aerobic endurance and muscular endurance	Form of continuous training that varies in pace and terrain. It is both aerobic and anaerobic and can improve aerobic and muscular endurance	Contains stations organised in a circuit. They can be skill or fitness based, aerobic or anaerobic. Intensity is measured by circuits, time or repetitions. Can be adapted to improve all types of fitness.	High intense exercise if followed by periods of rest to recover. Usually, anaerobic can be used in a variety of locations. Improves speed but can improve strength and aerobic endurance.	Maximal intensity involving jumping/bounding. It works on an eccentric contraction (muscle lengthens) immediately followed by a concentric contraction (muscle shortens). Improves power (speed & strength)	Form of interval training which involves reps and sets. The weight provides the resistance. Can be done using free or fixed weights. It improves strength, power and muscular endurance.	Stretch as far as you can. The stretch is held (isometric) for up to 30 seconds. It can be done o your own, with apparatus or with a partner. Improves flexibility.
Sports	**Sports**	**Sports**	**Sports**	**Sports**	**Sports**	**Sports**
• Marathon Running • Cycling • Swimming	• Football • Rugby • Netball	• Can be adapted to suit all sports	• Usually for speed. It can be adapted for other sports	• Basketball • Long jump • Hurdles	• Weightlifting • Tennis (muscular endurance)	• Most sports and activities benefit from static stretching


Standing Stork – balance test

Remember –

- Read each question twice.
- What is the instruction, what is the key terms
- Check your response
- Leave nothing blank