

26 January 2024

Dear Parent/Carer,

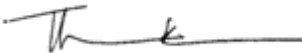
Year 9 Assessment Information

I am writing ahead of the first Year 9 formal assessments, which will take place in the fortnight beginning Monday 26 February. These assessments will all be in classrooms. Your child will be informed by their teachers when this assessment will take place during this week.

These assessments will check learning from across the whole year so far and will allow your child to demonstrate the progress they are making in the curriculum. We will share the results of these assessments (in the form of a %) in their next tracking report.

Below is a summary of the topic/s your child will be assessed on for each subject, suggested revision timings, revision resources and tasks. I hope you find this helpful in supporting your child's preparation. Please do not hesitate to email me if you have any further questions.

Yours faithfully,



Mr T Brixey
Head of Year 9

Year 9 Assessment Information
Week beginning Monday 26 February

For your assessments, please bring:

- 2 pens, 2 pencils, ruler, rubber and calculator
- Specialist equipment needed in maths and science

Suggested revision timings (30 minutes - 1 hour per session)

[Guidance from our website here](#)

- ❖ 2 x 15 minute slots with a 5 minute break in between
- ❖ 1 x 30 minute slot with no break
- ❖ 4 x 15 minute slots with 5 minute breaks in between
- ❖ 2 x 30 minute slots with a 10 minute break in between

How to revise effectively:	
Students might find these feel harder, especially at first, but they are proven to help things stick.	Students often do these as they can feel easier or reassuring, but don't always work
<p>DO:</p> <ul style="list-style-type: none"> ● RED Revision Strategies ● Parents / friends testing you ● Write, cover, learn, write ● Revision cards and test yourself ● Quizlets/Seneca Learning ● Mind Maps ● Keyword tests ● Reviewing topics you are NOT confident with ● Practice questions 	<p>AVOID:</p> <ul style="list-style-type: none"> ● Writing notes out for a long time ● Reading over the textbook / notes for a long time ● Using untrusted websites ● Revising with your phone on/music ● Revising with a laptop or computer where you are tempted to go on Youtube etc. ● Reviewing topics you already know really well first

Subject information

Subject	Topic/s	Revision Material
English	29 Locks <i>Reading an extract and writing an analytical response</i> A View From The Bridge	29 Locks full text (students should all have a copy) A View From The Bridge full text (link to online full text as PDF)

	<p>Reading and analysing a non-fiction extract Writing a non-fiction text</p> <ul style="list-style-type: none"> - Inferring meaning from a text - Identifying quotations - Explaining a writer's intentions - Analysing the use of language - Analysing the use of structure - Creation of tension - Use of subject specific terminology - Embedding quotations - Explaining the impact and effect on the reader - Planning a cohesive story - Creating a setting - Creating characters - Use of sensory description - Use of vocabulary for effect - Use of sentence structure for effect - Use of paragraphs - Use of punctuation for effect 	<ul style="list-style-type: none"> ● Knowledge Organiser ● Sparknotes: Act 1 overview; Eddie; Beatrice; Catherine ● Extra stretch: LitCharts (again, you do not need all of this, just the topics listed above) <p>Reading non-fiction:</p> <ul style="list-style-type: none"> ● Language and Structure (Bitesize) ● Responding to a non-fiction text (Bitesize) ● Glossary of subject terminology <p>Writing non-fiction</p> <ul style="list-style-type: none"> ● Biography ● Article ● Travel Writing <p>Bitesize - Writing non-fiction</p>
<p>Maths Higher (classes Ma1, Ma2, Ma3)</p> <p>Maths Foundation (classes Ma4, Ma5, Ma6)</p>	<p>All topics from year 9 so far will be tested (see revision list opposite)</p> <p>Students will need a pair of compasses for this assessment on top of the equipment above.</p>	<p>Higher revision list</p> <p>Foundation revision list</p> <p>Maths Learning journey with Knowledge Organisers attached</p>
<p>Science</p>	<p>Topics B1 - Cell Biology, C1 Atomic Structure & the periodic table, P1 - Energy</p> <p>Students will sit an hour long paper that is split equally between Biology, Chemistry and Physics</p>	<p>BBC Bitesize: Cell Biology Atomic structure and the periodic table Energy</p> <p>Students have access to revision materials via Google drive (Science Students). Please encourage students to use these resources</p>

<p>Geography</p>	<p><u>Physical Landscapes in the UK</u></p> <ul style="list-style-type: none"> • Major upland/lowland areas and river systems of the UK. • Coasts: Physical processes, landforms, management (against erosion). • Rivers: Physical processes and how rivers change downstream, landforms, management (against flooding). <p>Students will sit a section of a past paper on Physical landscapes of the UK- 30 marks in total made of questions from 1-6 marks.</p> <p><u>Urban Issues & Challenges</u></p> <p>Students will have an additional set of questions (10 marks) on the start of the Urban topic made up of shorter and skills based questions.</p>	<ul style="list-style-type: none"> • Knowledge organiser - UK landscapes (students should have a hard copy in their books with River case study completed). • GCSE geography command words & assessment objectives (what needs to be in your answers!) • BBC Bitesize: UK landscapes Coasts Rivers Urban • Check your Google Classroom and BROMCOM for resources too!
<p>History</p>	<p>Medicine through time 1250-present</p> <p>topics: Medieval, Renaissance, Industrial and Modern medicine - with particular focus on hospitals and the developing understanding of cause of disease</p> <p>Question types: x 1 of each - 4 marker, 12 marker and 16 marker with 4 marks for SPAG</p>	<ul style="list-style-type: none"> • Your exercise books! • Feedback on extended writing answers • WAGOLs - example answers • Knowledge Organiser (students have copy on GC) • Medicine Section B Question structures (just section B for this assessment - not section A on sources of Western Front medicine) • BBC TEACH - medicine through time videos • Check your google classroom for resources as well
<p>French</p>	<p><u>Topics:</u></p> <p>1 Family and friends 2 Free time activities 3 School</p> <p>You will sit a listening, reading and writing paper.</p>	<p>Knowledge organisers:</p> <p>1 Family and friends 2 Free time activities 3 School</p> <p>BBC Bitesize also has some great resources to revise from.</p>

		And your google classroom too!
German	<p><u>Topics:</u> 1 Family and friends 2 Home & town 3 Free time activities</p> <p>You will sit a listening, reading and writing paper.</p>	<p>Knowledge organisers: 1 Family and friends 2 Home & town 3 Free time activities</p> <p>BBC Bitesize also has some great resources to revise from.</p> <p>And your google classroom too!</p>
Spanish	<p><u>Topics:</u> 1 Family and friends 2 Home & town 3 Free time activities</p> <p>You will sit a listening, reading and writing paper.</p>	<ul style="list-style-type: none"> • Spanish knowledge organisers <p>Knowledge organisers: 1 Family and friends 2 Home & town 3 Free time activities</p> <p>BBC Bitesize also has some great resources to revise from.</p> <p>And your google classroom too!</p>
Computer Science	<p>Programming in Python</p> <ol style="list-style-type: none"> 1. The Basics - Input and Output 2. Data Types 3. Arithmetic and Logic Operators 4. Selection 5. Manipulating Strings 6. Iteration - Using FOR 7. Iteration - Using WHILE 8. Lists (Arrays) 	<p>PLC and Knowledge Organisers On Google Classroom</p> <p>www.pythonsponge.com for online practice</p>
Creative imedia	<p>R093</p> <ol style="list-style-type: none"> 1. Sectors and products of the media industry 2. Job roles in the media industry 3. Purpose of media products and understanding how the style, content and layout are adapted to meet each purpose. 4. Client Brief / Target Audience 	<p>All resources are present in the google classroom.</p> <p>Including...</p> <ul style="list-style-type: none"> • Slides on each topic • Worksheets • Homework sheets (with mark schemes) • R093 Videos on topic areas • Knowledge Organisers

	<ol style="list-style-type: none"> 5. Research Methods and difference between primary and secondary sources 6. Cameras and Lighting 7. Work Plans 8. Mind Maps 9. Mood Boards 10. Storyboards/Sketches 	
Religious Studies	<p>Christian Beliefs:</p> <ul style="list-style-type: none"> - The Trinity - The Incarnation - 3 means of salvation - The nature of God - The problem of evil <p>Christian Practices</p> <ul style="list-style-type: none"> - Evangelism - Food Banks and Street Pastors - Baptism & Eucharist - Worship and Prayer - Pilgrimage (Lourdes) <p>Students will sit a 25 minute paper, with 5 questions. A multiple choice 1 marker, a 2 marker, a 4 marker, a 5 marker and a 12 marker.</p> <p>They will be tested on knowledge recall, their ability to explain concepts in detail, their ability to use relevant religious teachings and their ability to make value judgements.</p>	<ul style="list-style-type: none"> ● Your books are the best source of revision as your notes are what you need to know. ● Christian Beliefs Knowledge Organiser ● Christian Practices Knowledge Organiser ● 12 Mark One Page Planner and Writing Frame ● Exam Style Questions <p>I suggest making flash cards with the topics (listed on the left) on one side, and then 3 key bullet points about that topic on the other. Use them to test your knowledge.</p> <p>Then test how well you can apply the knowledge by practising some exam style questions. I have linked them above - you can ask your teacher for feedback on them through email or in lessons.</p>
Design & Technology	<p>CORE TECHNICAL PRINCIPLES:</p> <p>New and Emerging Technologies -</p> <ul style="list-style-type: none"> ● Sustainability, People, Culture & Environment <p>Developments in New Materials -</p> <ul style="list-style-type: none"> ● Smart, Modern & Composite <p>Materials and their Working Properties -</p> <ul style="list-style-type: none"> ● Natural Timbers ● Manufactured Boards ● Polymers ● Physical & Working Properties <p>DESIGNING & MAKING PRINCIPLES:</p> <p>The work of others -</p> <ul style="list-style-type: none"> ● Alessi / Braun <p>Specialist Tools & Equipment -</p> <ul style="list-style-type: none"> ● Health & Safety 	<p>Students have access to revision guidance, Topic PLC, Knowledge Organisers and Practice Questions via Google Drive.</p> <p>Please encourage students to use these resources for their RED Revision.</p> <p>Also visit the KS4 Design & Technology curriculum page on the Weald School website which has links to revision guides and</p>

	<ul style="list-style-type: none"> • Hand tools & Machinery • School Workshop Processes • Commercial/Industrial Processes • Surface Treatment & Finishes <p>Communication of Design Ideas -</p> <ul style="list-style-type: none"> • Isometric & Perspective Drawing • Orthographic Projection • Computer based tools (CAD/CAM) 	<p>useful resources for D&T students.</p>
<p>Food Preparation and Nutrition</p>	<p>Please revise the following topics:</p> <ul style="list-style-type: none"> • Healthy Eating Guidelines <ul style="list-style-type: none"> ◦ Eatwell guide • Macro + Micronutrients - <ul style="list-style-type: none"> ◦ Carbohydrates + Protein • Food science <ul style="list-style-type: none"> ◦ Eggs - Denaturation and Coagulation - uses in foods ◦ Pastry - Function of ingredients ◦ Sauces - Gelatinisation • Food Hygiene and Safety <ul style="list-style-type: none"> ◦ Cross contamination ◦ Food Poisoning ◦ High Risk Foods 	<p>Revision List Revision Cards Bitesize - Home Economics: Food and Nutrition Seneca Homework Tasks</p> <p>Please encourage students to use these resources for their RED Revision.</p> <p>Also visit the KS4 Food and Nutrition curriculum page on the Weald School website which has links to revision guides, Knowledge Organisers and useful resources for Food and Nutrition students.</p>
<p>Health and Social care</p>	<p><u>RO32 Principles of care in health and social care settings</u></p> <p>Topic area 1: The Rights of service users</p> <ul style="list-style-type: none"> • Types of care settings: Health care settings • Types of care settings: Social care settings • The Rights of individuals CCCPE • Examples of the Rights in Health and Social care • The benefits of maintaining the Rights e.g. empowerment, high self esteem, needs are met, trust, valued, confidence, safe, equality of access to services. <p>Topic area 2: Person centred values</p> <ul style="list-style-type: none"> • Person centred values e.g. individuality, choice, rights, independence, privacy, dignity, respect, partnership, encouraging decision making. 	<ul style="list-style-type: none"> • Revision guide <p>My Revision Notes: Level 1/Level 2 Cambridge National in Health & Social Care: Second Edition</p> <ul style="list-style-type: none"> • Student PLC (Copy on google classroom)

	<ul style="list-style-type: none"> • The 6 C's e.g. Care, compassion, commitment, competence, communication, courage. <p>Topic area 3: Verbal communication</p> <ul style="list-style-type: none"> • Adapting type/method of communicating to meet the needs of the service user or the situation • Clarity • Empathy • Patience • Using appropriate vocabulary • Tone • Volume • Pace • Willingness to contribute to team working <p>Keywords in Health and social care e.g. empower, advocacy, vulnerable, Need to know basis.</p>	
PE	<p>AQA GCSE PE</p> <p>Unit 1- Applied anatomy and physiology</p> <ul style="list-style-type: none"> • Skeletal System • Types of Joints • Muscular System • Pathway of Air • The Heart and The Pathway of Blood • Cardiac Output and Stroke Volume • Interpretation of a Spirometer Trace • Aerobic and Anaerobic Endurance • Excess Post-Exercise Oxygen Consumption • Recovery Process • Effects of Exercise <p>Unit 2 - Movement analysis</p> <ul style="list-style-type: none"> • First, Second and Third Class Levers • Mechanical Advantage • Analysis of Basic Sporting Movements 	<p>eRevision homework platform</p> <p>Kerboodle online textbook</p> <p>Aqa GCSE PE bitesize</p>
Music	<p>Test on music theory covered so far.</p> <ul style="list-style-type: none"> • Chords • Inversions • Cadences • Melody • Intervals • Texture 	<p>Information in exercise books.</p> <p>PLCs and links from these to Focus on Sound and Quizlet</p> <p>Knowledge Organisers</p>

	<p>Listening question on Film Music</p> <p>Solo performance practical assessment. Date TBC</p>	
Business	<p>The test will cover content learned in class so far. There will be a combination of knowledge based questions and some short answer questions based on a business case study.</p> <p>Click on the links below to find unit content</p> <p>Content:</p> <p>Unit 1, Business in the Real World Unit 2, Influences on Business</p>	<p>All knowledge organisers here</p> <p>BBC Bitesize here</p> <p>YouTube here</p>

The following subjects will not be setting an in class assessment during the week commencing Monday 26 February:

Drama - Devised performance (completed in February) and accompanying written devising log (ongoing). No extra written assessment needed.

Art, ceramics and textiles: No set test. The assessment grade will be based on the current coursework sketchbook. Please ensure this is completed up to date.

Music Technology: No set test. The assessment grade will be based on the practical recording assessment done during this term.

Media Studies - Practical assessment. Students will be set a brief after half term. They will need to respond by creating a media product plan in line with the stipulations of the brief. (class teachers will advise).

Travel and tourism: Practice assignment. Students have been set an assignment brief which will count as their assessment.