

Year 9 Summer Exams

Revision Guide 2024

Dear student,

Your summer exams are fast approaching. They are an opportunity for you to show what you have learnt and evaluate the ways in which you learn. We were so impressed by the quality of your work in your interim exams, and the preparation that went into them to ensure good results – we expect no less in these final big exams before the end of the year. These exams are especially important for Year 9 students as they are the last exams you will sit before you embark on your GCSE courses.

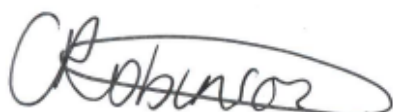
We hope that this revision guide will be a useful tool for you as you prepare for your summer exams. They will take place in your lessons during the **week commencing Monday 29 April 2024**.

Please make sure that you are prepared practically for the exams. This means making sure that you have the correct equipment (including spare pens and pencils!). Interim exams take place in your usual classrooms, and will be conducted in exam conditions – any circumstances where our right to education is being affected will be dealt with very seriously.

I know that in your lessons, your teachers have been discussing how you will be examined in each subject and they have been sharing strategies for revision. There are also a range of useful revision tips for each subject on the relevant pages. Most importantly, the exams are an opportunity for you to demonstrate your ability to **recall knowledge** and **practise the skills** you have learnt in your lessons. Your **exercise books** should always be your first port of call when starting your revision.

The **secure** knowledge and skills for each subject are those that we expect every student in Year 7 to be able to demonstrate in their exams. In order to be secure, you will need to score 50% or higher in your exam. For those of you who are stretching yourself, we would expect you to demonstrate some, if not all, of the **expert** knowledge and skills. Expert students score 70% or above in their exams.

We wish you the best of luck when preparing for and completing your exams.



Ms C Robinson
Assistant Headteacher

Mr Pavli
Raising Standards Leader – Year 9

ENGLISH	SUMMER EXAM
How will you be assessed:	Students will complete an essay on a theme from the novel ' Purple Hibiscus ' by Chimamanda Ngozi Adichie.
When will you be assessed:	29 th April 2024
Expert knowledge and skills	I can: <ul style="list-style-type: none"> - Create a convincing argument by commenting on the themes explored in the novel. - Embed quotations sophisticatedly throughout my essay. - Integrate contextual factors and evaluate the writer's intentions. - Discuss a range of contextual factors and their influence on the novel.
Secure knowledge and skills:	I can: <ul style="list-style-type: none"> - independently choose the best quotations to support my argument; - evaluate the writer's intentions with the theme and character; - create an argument about a theme or character in the novel from memory; - integrate contextual factors as a part of my argument.
How can you revise:	<ul style="list-style-type: none"> - Reread the novel at home. - Use the model paragraphs in your exercise book and practise writing your own response to a theme. - Create revision cards with quotations or key pieces of contextual detail surrounding the novel. - Use the revision guide that your teacher has given you - For extra support, use an online revision guide: https://www.sparknotes.com/lit/purple-hibiscus/section1/

MATHS	SUMMER EXAM
How will you be assessed:	One written paper (calculator allowed)
When will you be assessed:	Thursday 2 nd May
Expert knowledge and skills	I can: <ul style="list-style-type: none"> – find the original value before compound increases or decreases – solve problems using the trigonometric ratios – find the gradient of a line segment joining two points – use linear graphs to model real life situation
Secure knowledge and skills:	I can: <ul style="list-style-type: none"> – expand algebraic expressions – factorise algebraic expression – find the percentage of a quantity – find the percentage increase or decrease using percentage multipliers – find the original value before a percentage change – calculate simple interest – solve problems involving percentage change – calculate the mean from a frequency table – identify the modal class from a grouped frequency table – locate the hypotenuse on a right-angled triangle – use the trigonometric ratios to find missing sides of right-angled triangles – understand and use the symbols to express inequalities – use a number line to show an inequality – solve inequalities in one variable – find the x and y-intercept given the equation of a straight line – find the gradient of a given straight line – draw a linear graph using a table of values – find the equation of a straight line using the gradient and y-intercept
How can you revise:	<p>You should use your exercise books to revise each topic. Use your EPPs (Worked Example / Thinking Column / One To Try) to revise each topic. To do this, read through the worked example and the thinking column, while covering up the One to try question and then have a go at the One to try. If you need more practice, there should be ample questions to practice in your exercise books.</p>

SCIENCE	SUMMER EXAM
How will you be assessed:	1hr assessment in class on the topics of: Cell biology, Organisation, Atomic structure and the periodic table, Bonding, structure and properties of matter (wherever your class is up to with the bonding topic)
When will you be assessed:	1 st May 2024
Expert knowledge and skills	<p>I can:</p> <p>Biology</p> <ul style="list-style-type: none"> ✓ Explain the similarities and differences between plant, animal and bacterial cells. ✓ Link the structures of specialised cells to their function. ✓ Rearrange the magnification equation to calculate the size of an image and object. ✓ Explain the process of mitosis and identify examples. ✓ Explain how surface area:volume ratio affects the exchange of substances in the body. ✓ Predict the effects of different variables on osmosis. ✓ Explain why active transport requires energy. ✓ Predict the effect of different environmental variables on enzyme action. ✓ Explain the complete pathway, naming organs and giving their function that food travels along through the human body. ✓ Relate heart and breathing rates to body demand and how these can be regulated artificially. ✓ Relate structure of the components of blood to their function. ✓ Compare the advantages and disadvantages of treatments for coronary heart disease. ✓ Explain how different plant tissues and organs work together. <p>Chemistry</p> <ul style="list-style-type: none"> ✓ Explain and complete balanced symbol equations. ✓ Deduce the structure of a given atom or isotope from the periodic table. ✓ Able to name the scientists, with dates, for each atomic model and what evidence gave rise to each model ✓ Explain how isotopes affect the mass of an element. ✓ Explain how atomic structure explains the reactive behaviour of Group 1, 7 and 8 elements. ✓ Show how atomic structure of metals and non-metals is linked to chemical reactions between the groups. ✓ Explain which elements form ionic and covalent bonds, and name the compounds formed. ✓ Predict the charges of ions formed using the periodic table. ✓ Calculate empirical formula from an ionic diagram. ✓ Explain the physical and chemical properties of ionic compounds in relation to their structure and bonding. ✓ Explain the difference between intra- and inter-molecular forces and use this to explain differences in physical properties. ✓ Link the properties of metals to their structures.
Secure knowledge and skills:	<p>I can:</p> <p>Biology</p> <ul style="list-style-type: none"> ✓ Describe the structures found in animal, plant and bacterial cells. ✓ Describe what a specialised cell is and give examples. ✓ Recall and use the formula for magnification. ✓ Use a microscope to make observations of biological specimens. ✓ Describe where genetic information is stored in an organism.

	<ul style="list-style-type: none"> ✓ Describe the different stages of mitosis. ✓ Define the processes of diffusion, osmosis and active transport in biological systems and give examples. ✓ Investigate the effect of concentrations of solution on the mass of plant tissue. ✓ Define the terms: specialised, tissue, organ, organ system and organism. ✓ Identify the main parts of the digestive system. ✓ Recall the reagents needed to test for proteins, carbohydrates and fats. ✓ Describe the function of enzymes in the digestive system, and give examples of digestive enzymes. ✓ State the optimum conditions for enzymes and how they relate to the active site on an enzyme. ✓ Collect and interpret data on the effect of pH on enzyme action. ✓ Recall the structure of the heart, lungs and blood vessels. ✓ Define the terms: non-communicable disease, risk factors. ✓ Identify named plant tissues from diagrams of photos. <p>Chemistry</p> <ul style="list-style-type: none"> ✓ Explain the difference between an element, mixture and compound. ✓ Name and describe the differences between the historical models of the atom. ✓ State the relative masses & charges of the parts of the atom. ✓ Complete RAM calculations from given data. ✓ Draw the electron arrangement for the first 20 elements. ✓ State the similarities and differences in the properties of group 1 and 7 elements. ✓ Describe the development of the modern periodic table and give examples of the different models proposed. ✓ Give the properties of metals and non-metals ✓ Describe the properties of Group 1, 7 and 8 elements. ✓ Name and identify the three types of chemical bond. ✓ Describe the formation of ionic and covalent bonds using dot and cross diagrams. ✓ Draw and label the structure of a metal. ✓ State the properties of ionic, covalent and metallic compounds. ✓ Draw particle diagrams to represent the three states of matter. ✓ Describe the structure and properties of diamond, graphite and graphene/fullerenes. ✓ Describe the properties of ionic compounds as solids, molten and in solution.
<p>How can you revise:</p>	<ul style="list-style-type: none"> - <i>Make flashcards on key topics and test yourself</i> - <i>Summarise key information on posters and mindmaps, cover sections up and see how much you can remember</i> - Useful sources for revision help: - https://padlet.com/aliceewills/triple-science-test-revision-hmn4lmzua4htvvpj - https://www.bbc.co.uk/bitesize/topics/zthssrd - https://continuityoak.org.uk/lessons# - https://www.youtube.com/playlist?list=PLidqqIGKox7X5UFT-expKluR-i-BN3Q1g

PBE	SUMMER EXAM
How will you be assessed:	In class assessment
When will you be assessed:	w/c 7th May
Expert knowledge and skills	<p>I can:</p> <ul style="list-style-type: none"> - Develop reasons (PDD + PDD) using several examples or further explanations - Explain how sources of authority can be interpreted differently to produce differences <i>within and between</i> religions - Use a range of quotes and specialist vocabulary - Evaluate in more depth e.g. provide developed reasons on either side of the debate (PDD+PDD // PDD+PDD) - State which side of the debate is better giving stronger arguments, some of which refer back to points already made - Offer a conclusion which sums up the debate and states a justified opinion based on the arguments laid out - Explain a wide range of key concepts articulately and in detail - Express yourself articulately in debates, referring to the points made by others - Explain the impact of historical, religious and scientific ideas on beliefs held today - Use a wide range of quotes and specialist vocabulary - Create logical chains of reasoning by referring back to previous arguments - State your thesis throughout your work and in a conclusion which sums up the debate and states a justified opinion based on the arguments laid out <p>CONTENT</p> <p>-</p>
Secure knowledge and skills:	<p>I can:</p> <ul style="list-style-type: none"> - Develop reasons (PDD + PDD) using several examples or further explanations - Explain how sources of authority can be interpreted differently - Use a range of quotes and specialist vocabulary - Evaluate in more depth e.g. provide developed reasons on either side of the debate (PDD+PDD // PDD+PDD) - State which side of the debate is better giving stronger arguments - Offer a conclusion which sums up the debate and states a justified opinion based on the arguments laid out - Explain concepts articulately and in detail - Express yourself articulately in debates, referring to the points made by others - Use quotes and specialist vocabulary - Create logical chains of reasoning by referring back to previous arguments
How can you revise:	<ul style="list-style-type: none"> - Use the lessons uploaded on to Teams - Take your book home and revise using the work completed in them - Look at the revise guide uploaded on to Teams – your teacher will tell you which pages to learn - Watch the news to keep up-to-date with current affairs

Computer Science	SUMMER EXAM
How will you be assessed:	Combination of programming challenges and theory exam. The exam will be set on paper.
When will you be assessed:	w/c 8 th May
Expert knowledge and skills	<p>I can:</p> <ul style="list-style-type: none"> - Identify devices which can be classified as a computer system, detailing the main components of a computer system. - Convert binary numbers into Hexadecimal numbers - Convert Hexadecimal numbers into Decimal numbers - Convert Hexadecimal numbers to Binary and Decimal numbers - Produce logic diagrams using AND, OR and NOT gates. - Complete logic tables using logic diagrams or scenarios. - Convert positive decimal whole numbers (0-255) into binary numbers and vice versa. - Add two 8-bit binary numbers together - Apply the 3 basic programming constructs within a pseudocode. - Demonstrate an understanding of integer, string and float data types
Secure knowledge and skills:	<p>I can:</p> <ul style="list-style-type: none"> - Identify the main components of a computer system. - Produce logic diagrams using AND, OR and NOT gates. - Complete logic tables using logic diagrams or scenarios. - Convert positive decimal whole numbers (0-128) into binary numbers and vice versa. - Add two 4-bit binary numbers together - Apply the selection and sequencing programming constructs within a pseudocode. - Write suitable algorithm to take user's input - demonstrate an understanding of integer and string data types
How can you revise:	<ul style="list-style-type: none"> - Use your exercise book to revise topics covered in lesson. - Practice writing pseudocode (non-syntax specific programs) before coding solutions - Practice writing basic programming solutions to different challenges using 'coding challenge booklet' supplied. - Use lesson resources available at https://tinyurl.com/3z3bvute to revise Boolean numbers, Hardware and computer systems - Login details: Username: sw128jz Password: gateway4

FRENCH	INTERIM EXAM
How will you be assessed:	Students will complete Reading, Listening, Writing and Translation exams using all the vocabulary covered so far in Year 9.
When will you be assessed:	w/c 6th May in both your French lessons.
Expert knowledge and skills	<p>I can:</p> <ul style="list-style-type: none"> • Understand a range of vocabulary from all the topics we have studied so far this year in both written and spoken texts • Translate sentences in a range of tenses confidently from French into English and English into French • Link your ideas together in extended sentences to form a detailed paragraph
Secure knowledge and skills:	<p>I can:</p> <ul style="list-style-type: none"> • Use regular and key irregular verbs in the present, past, imperfect, conditional and future tenses • Understand key vocabulary from the topics we have studied so far this year in both written and spoken texts. • Write a few sentences about the topics that we have covered so far this year.
How can you revise:	<p>Test yourself frequently on new vocabulary covered in class.</p> <ul style="list-style-type: none"> • CGP revision guides • Visit either of the following websites: <p>BBC Bitesize www.linguascope.com The login details for Linguascope are available via your class teacher.</p>

SPANISH	INTERIM EXAM
How will you be assessed:	Students will complete Reading, Listening, Writing and Translation exams using all the vocabulary covered so far in Year 9.
When will you be assessed:	w/c 6th May in both your Spanish lessons.
Expert knowledge and skills	I can: <ul style="list-style-type: none"> • Understand a range of vocabulary from all the topics we have studied so far this year in both written and spoken texts • Translate sentences in a range of tenses confidently from Spanish into English and English into Spanish • Link your ideas together in extended sentences to form a detailed paragraph
Secure knowledge and skills:	I can: <ul style="list-style-type: none"> • Use regular and key irregular verbs in the present, past, imperfect, conditional and future tenses • Understand key vocabulary from the topics we have studied so far this year in both written and spoken texts. • Write a few sentences about the topics that we have covered so far this year.
How can you revise:	Test yourself frequently on new vocabulary covered in class. <ul style="list-style-type: none"> • CGP revision guides • Visit either of the following websites: BBC Bitesize www.linguascope.com The login details for Linguascope are available via your class teachers.

HISTORY	EXAM
How will you be assessed:	One written exam: 1 hour
When will you be assessed:	w/c 6 th May. You teacher will inform you about which lesson your exam will be in during this week.
Expert knowledge and skills	<p>I can:</p> <ul style="list-style-type: none"> - answer the range of exam questions in depth, using my sophisticated knowledge of units 3 and 4 ('What can statues tell us about the Ends of Empires?' ; ; 'What are the parallels between stories of prejudice and protest in the 20th century?') - demonstrate my deep understanding of the concept of the welfare state to make accurate source inferences and support this with relevant and well-explained examples from the topic. - use my deep knowledge of Belgian Empire to accurately describe historic features, using the most relevant evidence to back up my points. - use my strong understanding of the concept of interpretation to effectively analyse different interpretations about experiences in Britain after WW2. - come to a well-supported judgement about which historians' interpretation of experiences in Britain after WW2 is more convincing, effectively using contextual knowledge to do so.
Secure knowledge and skills:	<p>I can:</p> <ul style="list-style-type: none"> - answer the range of exam questions, using my knowledge of units 3 and 4 ('What can statues tell us about the Ends of Empires?'; 'What are the parallels between stories of prejudice and protest in the 20th century?') - demonstrate my understanding of the concept of the welfare state to make source inferences and support this with examples from the topic. - use my knowledge of the Belgian Empire to describe historic features, using relevant evidence to back up my points. - use my understanding of the concept of interpretation to analyse different interpretations about experiences in Britain after WW2 - come to a judgment about which historians' interpretation of experiences in Britain after WW2 is more convincing.
How can you revise:	<ol style="list-style-type: none"> 1. Your classwork book is your main source of revision. This should be well organised and presented so you it can easily be used. 2. Use your Microsoft Teams 'class team' to find the PowerPoints and any other resources your teacher has shared. 3. Ensure revision is active, try these ideas: <ul style="list-style-type: none"> - Pick a topic and then draw lots of pictures and/or symbols to try and remember that topic. - Use timelines to help you see what happened when – go one step further and explain consequences of each event. - Use spider diagrams to quickly write down all the things you can remember and how they link to each other. - Make flash cards- this means on card sized paper write down a question on one side and the answer on the other OR key facts. You then use the flashcards to test yourself or your classmates! - Write your own quiz. If you work with others, you could use these to test each other. - Teach someone else. Create lessons and presentations on different topics. You remember a lot of what you teach! - Record yourself repeating different topics- you could use a phone recording. - Create songs/raps/poems about topics.

GEOGRAPHY	EXAM
How will you be assessed:	One written exam: 1 hour
When will you be assessed:	w/c 8 th May, your teacher will inform you which lesson the final exam will be.
Expert knowledge and skills	<p>Can we ever truly protect ourselves from tectonic hazards?</p> <ul style="list-style-type: none"> - I can describe where earthquakes and volcanoes occur and I am able to name a examples of different plate boundaries. - I can explain how convection currents and slab pull in the mantle cause plate movement - I can explain the causes of volcanoes and earthquakes at different plate boundaries, using geographical terms. - I have accurate knowledge of the different hazards which occur at volcanoes, and I can evaluate the different risks of the hazards - I can explain why the impacts of earthquakes are greater in some countries than others, using specific examples. - I am able to judge the significance of different human and physical factors which make earthquakes worse using evidence. - I can explain the difference between prediction, monitoring, protection and planning, and judge the effectiveness of the strategies in reducing the impacts of earthquakes <p>Is the world running out of resources?</p> <ul style="list-style-type: none"> - I can explain how we consume resources every day and link these to the different spheres in the earth system. - I can explain the rock cycle and know the difference between sedimentary, igneous and metamorphic rocks. I am able to describe where you can find these different rock types in the UK. - I can explain the impacts of coal mining on people and the environment in Colombia - I can explain why land is important to indigenous communities, such as the Wayuu people, and how they live sustainably - I can explain the social, economic, environment impacts of oil and judge the significance of them based on evidence. - I can explain how the current day trade routes link to colonialism. - I can explain the local and global impacts of the fashion industry and assess the significance of impacts on people and places. - I can explain what degrowth means and the benefits of it in comparison to the linear economy and the reuse economy
Secure knowledge and skills:	<p>Can we ever truly protect ourselves from tectonic hazards?</p> <ul style="list-style-type: none"> - I can describe where earthquakes and volcanoes occur. - I can explain how convections currents cause plate movement - I have accurate knowledge of the difference between plate boundaries. - I have accurate knowledge of the different hazards which occur at volcanoes. - I have accurate knowledge of how the impacts of earthquakes vary between countries. - I am able to construct an argument on how factors can make earthquakes worse, however this may be unbalanced or one-sided - I can explain how we can reduce the impacts of earthquakes, using key vocabulary and examples

	<p>Is the world running out of resources?</p> <ul style="list-style-type: none"> - I can explain how we consume resources every day. - I can explain the rock cycle and know the difference between sedimentary, igneous and metamorphic rocks. - I can explain some impacts of coal mining, but may focus on people or the environment - I can explain the social, economic, environment impacts of oil - I can the impacts of the fashion industry and decide which is the most important impact, but this may be unbalanced or one-sided - I have accurate knowledge of what the concept of degrowth is and some of the benefits
<p>How can you revise:</p>	<ol style="list-style-type: none"> 1. Your classwork book is your main source of revision. This should be well organised and presented so you it can easily be used. 2. Use your Microsoft Teams ‘class team’ to find the PowerPoints and any other resources your teacher has shared. 3. Ensure revision is active, try these ideas: <ul style="list-style-type: none"> → Pick a topic and then draw lots of pictures and/or symbols to try and remember that topic. → Write a story using as many senses as possible about your chosen topic. Link to what we can see, hear, smell and touch helps our memories. → Use mind maps to revise a full topic. If you google ‘mind map rules’ you will see the rules that are important when creating a mind map → Use spider diagrams to quickly write down all the things you can remember and how they link to each other → Make flash cards- this means on card sized paper write down a question on one side and the answer on the other OR key facts. You then use the flashcards to test yourself. → Write your own quiz. If you work with others you could use these to test each other. → Teach someone else. Create lessons and presentations on the different skills. You remember a lot of what you teach!

MUSIC	SUMMER EXAM
How will you be assessed:	Written and listening exam.
When will you be assessed:	w/c 7th May and w/c 13 th May
Expert knowledge and skills	<p>I can: Define the following terms; leitmotif, mickey mousing. Define and relate the following terms to music correctly; pitch, dynamics, tempo, texture, structure, instrumentation, timbre, melody, harmony, articulation. Identify waltz music, disco music and American line dance music and at least 3 key aspects of each dance genre. Identify at least 6 ukulele chords. Identify key elements of music technology.</p>
Secure knowledge and skills:	<p>I can: Define the following terms; leitmotif, mickey mousing. Define and relate the following terms to music correctly; pitch, dynamics, tempo, texture, structure, instrumentation. Identify waltz music, disco music and American line dance music and at least 2 key aspects of each dance genre. Correctly identify at least 4 ukulele chords. Identify key elements of music technology.</p>
How can you revise:	Revision sheets will be provided 2 weeks before exam.

D&T	SUMMER EXAM
How will you be assessed:	Written and drawing exam. The exam will be broken up into two parts: <ul style="list-style-type: none"> - Recap of materials, tools and theory used in previous projects throughout KS3. - An isometric projection exercise with brief
When will you be assessed:	w/c 6 th May
Expert knowledge and skills	I can: <ul style="list-style-type: none"> - Identify the differences between natural woods and manufactured boards and be able to explain, with examples, properties and uses of them. - I can explain in detail the differences between thermoplastics and thermosetting plastics and can name a few for each. - Draw an accurate isometric drawing of a product using a brief for inspiration. - Explain how my monster money box and jewellery box was made in detail referencing quality control measures and all the tools I used.
Secure knowledge and skills:	I can: <ul style="list-style-type: none"> - Name the materials I've used in KS3 (which woods and plastics) and explain what tools I've used in my different projects. I can briefly explain why I've used these types of tools (what types of saws). - Draw a good isometric drawing, with few errors, of a product using a brief for inspiration.
How can you revise:	<ul style="list-style-type: none"> - Use technologystudent.com (your teacher will let you know what sections to look at to prepare you for your exam). - Read through your project booklets and all the notes you've made this year during each project.