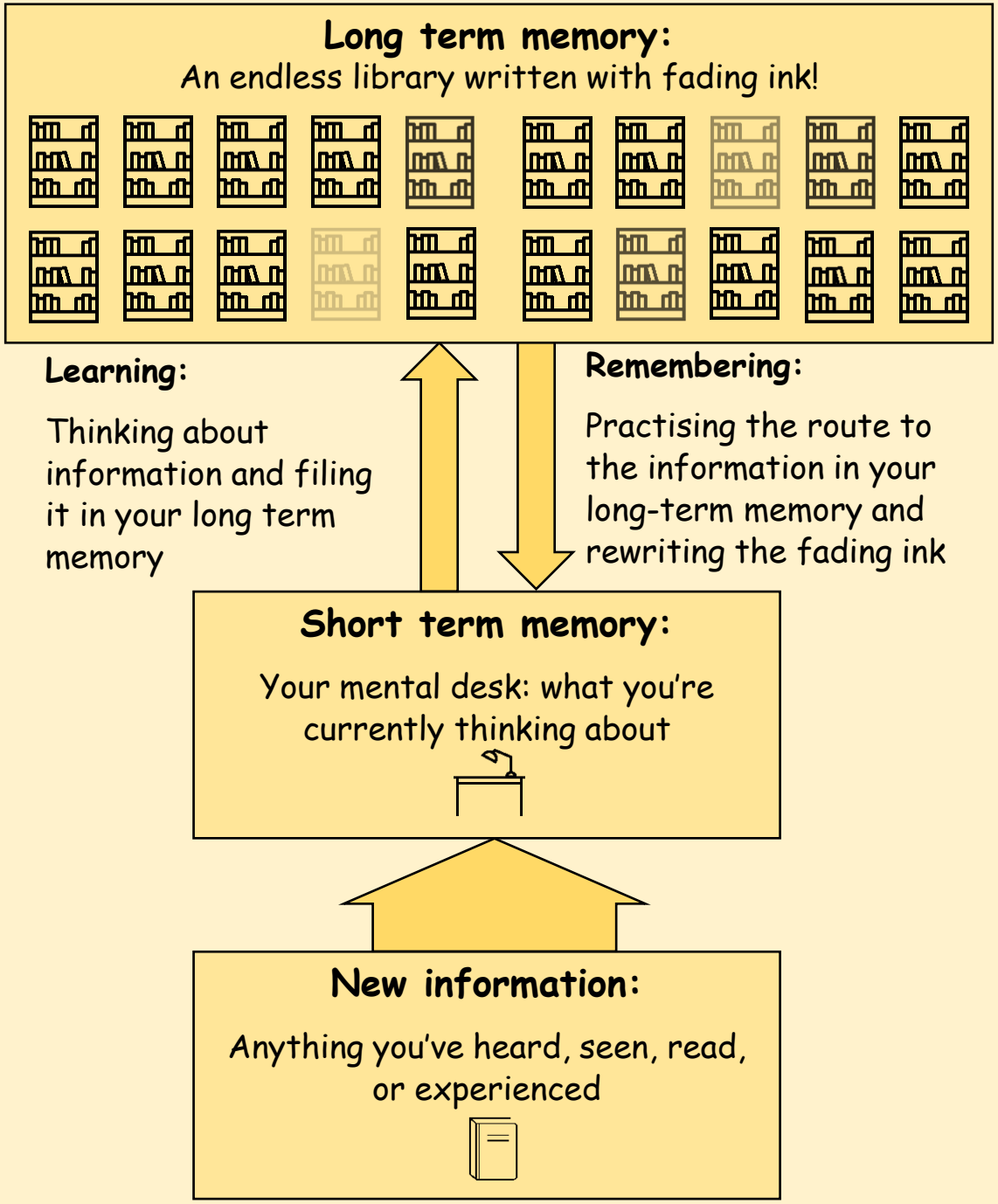
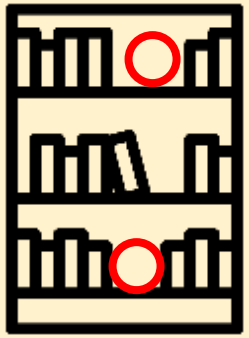
How do I revise?

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.

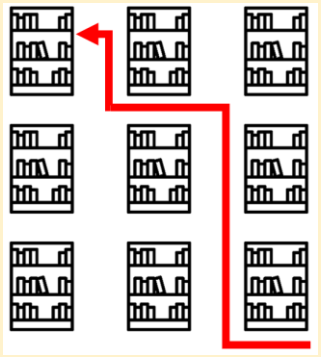


Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.

2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

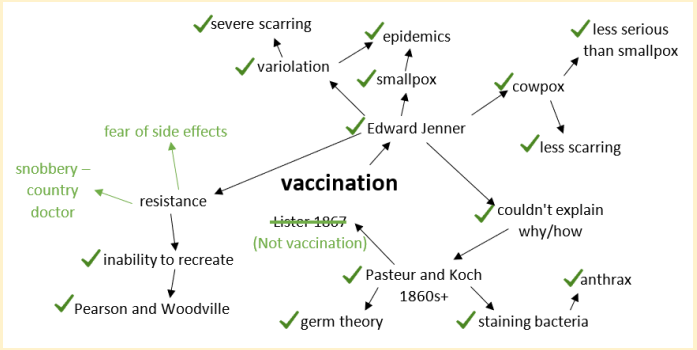
Revision strategies to try:

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:

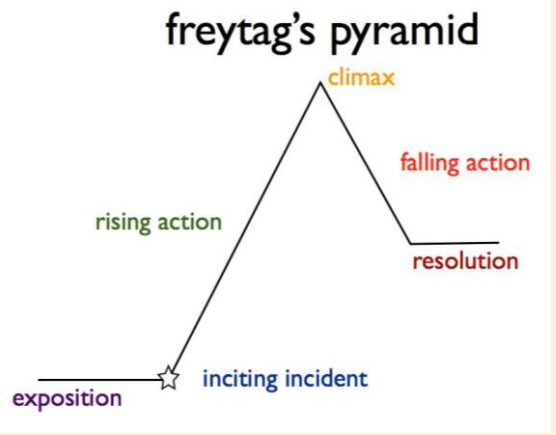
SENECA

MEM RiSE

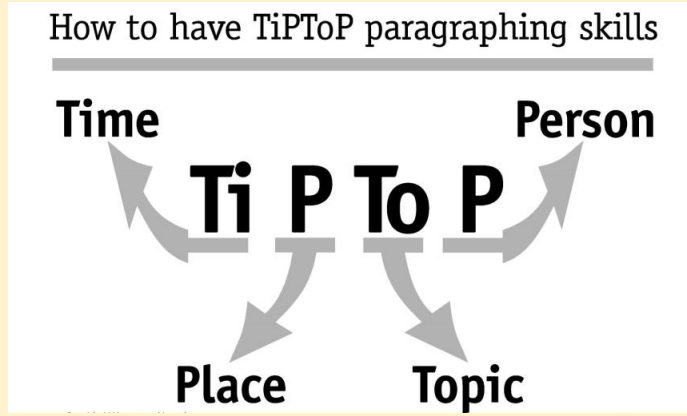
BBC Bitesize

Sparx Maths

English

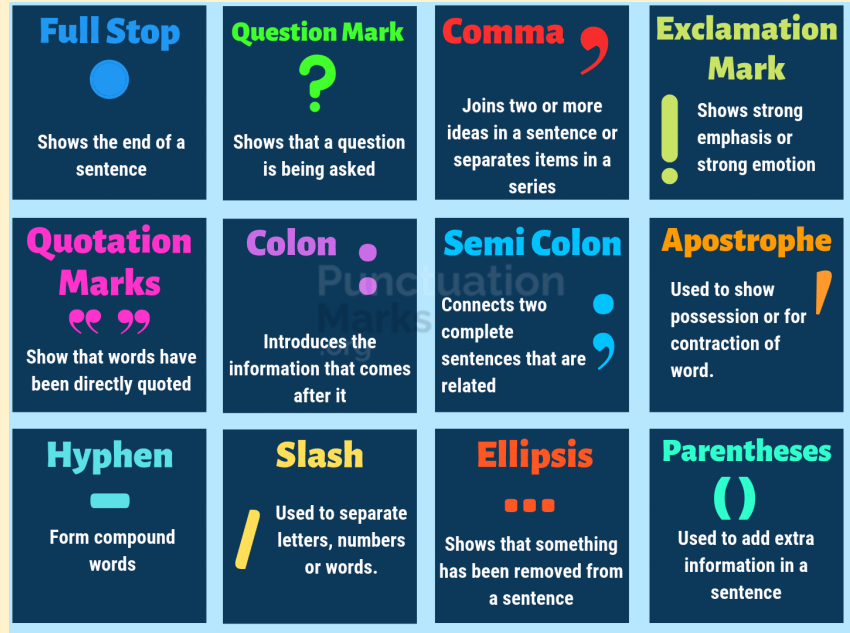


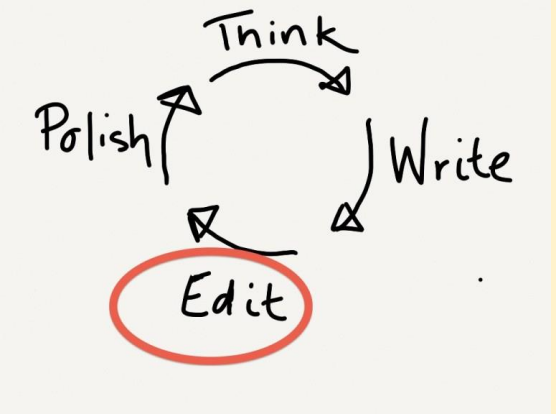
- First 5 – use the first five minutes of your time to mind map or bullet point your ideas.
- If you are writing a **narrative** plot your story using Freytag's Pyramid.
- If you are writing a **description** annotate the image with your ideas.



- Writing – whilst writing think about:

- Your **word** choices.
- How you will **start** your **sentences.**
- The different **types of sentences** you will use.
- The **language** methods you will use (simile, metaphor, personification, repetition etc).
- The **structural** methods you will use (juxtaposition, repetition, recurring motif, same opening and ending sentence, building tension/suspense).

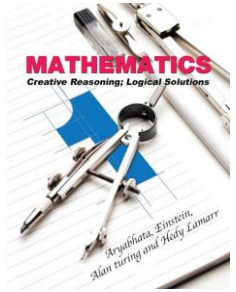




- Final 5 – use the final five minutes of your time to edit your writing to check that you have chosen the best words and that your writing is **accurate**.

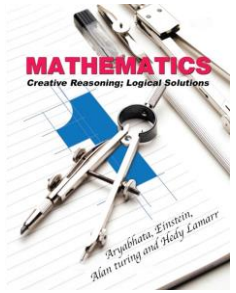
Year 9 Mathematics – Foundation tier

Mathematics		
Year 9 Summer Foundation	sparx	MurphysMaths
Topic	**Sparx maths**	**MurphysMaths**
Plotting straight line graphs	M932	https://www.youtube.com/watch?v=DqH-6sxXkNg
Calculating with speed	U151	
Enlargement by a positive scale factor	U519	
Solving direct proportion word problems	U721	
Interpreting graphs of quadratic functions	U667	
Angles on parallel lines	U826	https://www.youtube.com/watch?v=BRnQ5PTaRf4
Click for Student shared area		



Year 9 Mathematics – Higher tier

Mathematics		
Year 9 Summer Higher	sparx	MurphysMaths
Topic	**Sparx maths**	**MurphysMaths**
Pythagoras' theorem	M677	https://www.youtube.com/watch?v=lO_GKpiZwS0&t=37s
Tree diagrams	M572	
Rearranging formulae	M184	
Translations	M139	
Plotting straight line graphs	M932	https://www.youtube.com/watch?v=DqH-6sxXkNg
Understanding similarity	M377	
Click for Student shared area		



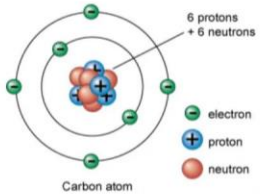
Year 9 - Science

Key Topics:

Osmosis
Stem Cells
Cell Cycle / Mitosis
Atomic Structure
Alkali Metals
Non-Renewable / Renewable Energy
Specific Heat Capacity / Efficiency

Atoms are made up of 3 subatomic particles:

Subatomic Particle	Charge	Relative Atomic mass
Electron	-1	0
Neutron	0	1
Proton	+1	1



Atomic mass – is made up of the number of protons + neutrons in an atom

Atomic number – is determined by the number of protons in an atom

Element – is made up of the same type of atom

Atomic information for an element can be shown in the following way:

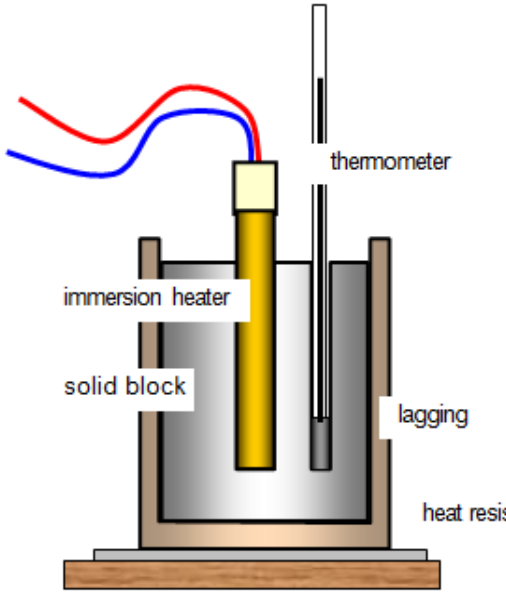
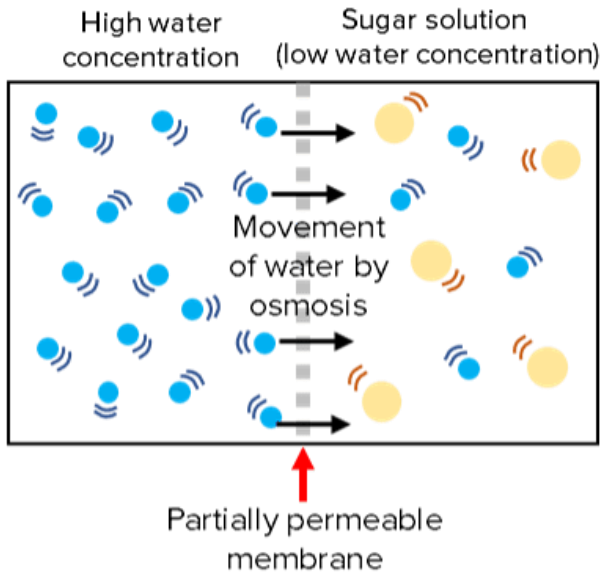
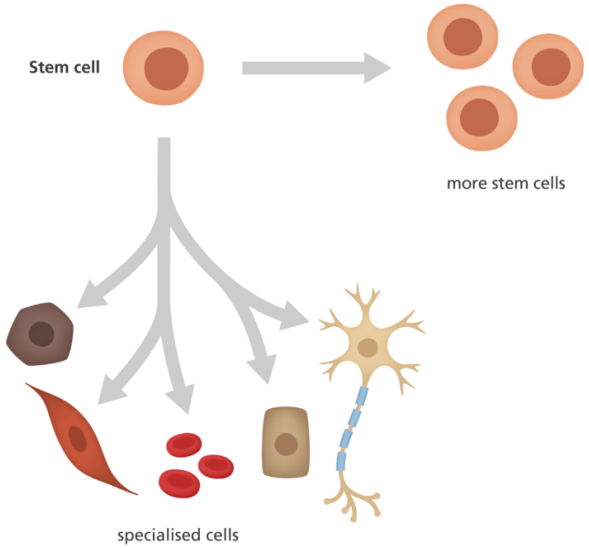
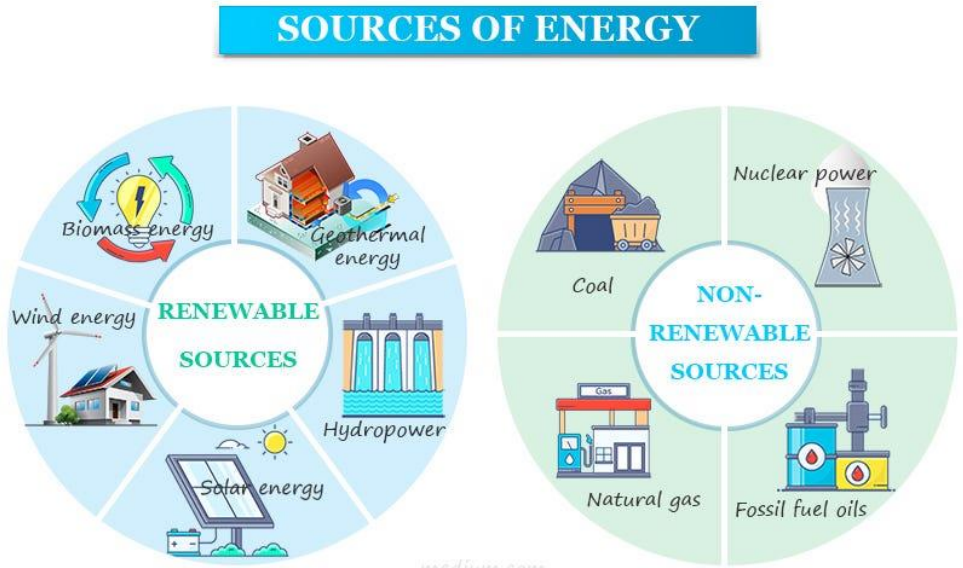


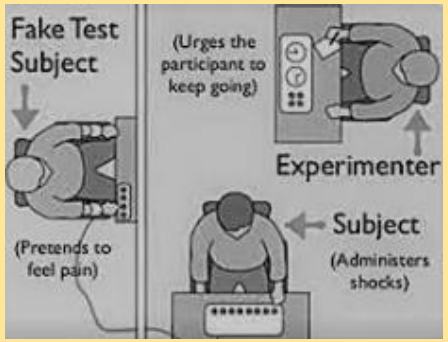
Figure 1







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
Tengo	I have
Tienes	he/she/it has
Tenemos	we have
Tienen	they have

LLEVAR	TO WEAR
Llevo	I wear
Lleva	he/she/it wears
Llevamos	we wear
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.

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.

Yr 9

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?

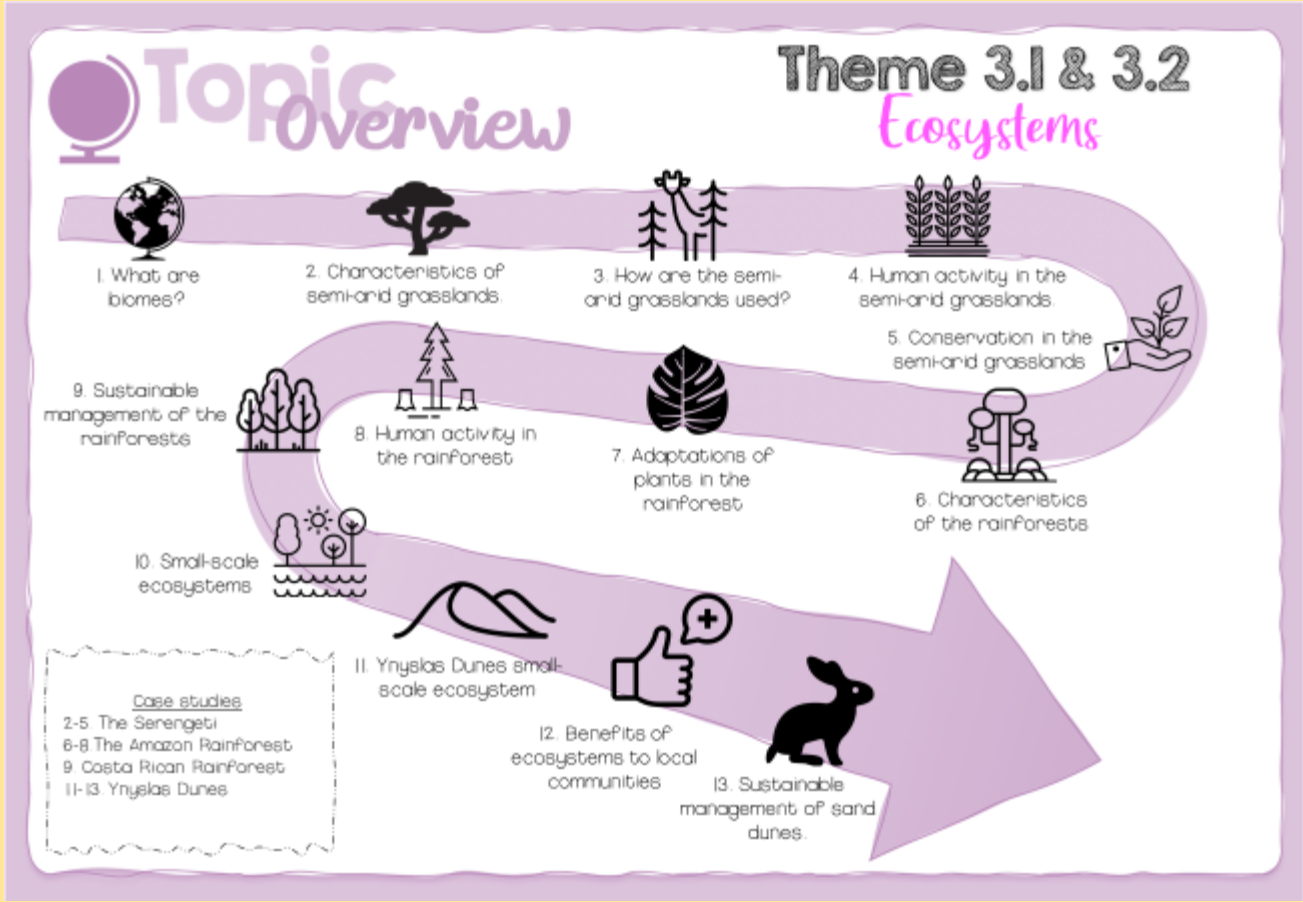
How are small scale ecosystems in the UK used and managed?

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?



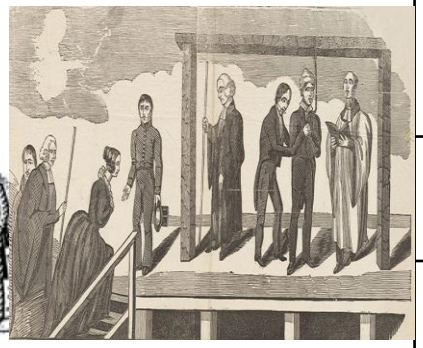
Use your class booklet and Seneca to review and consolidate your learning

Yr 9

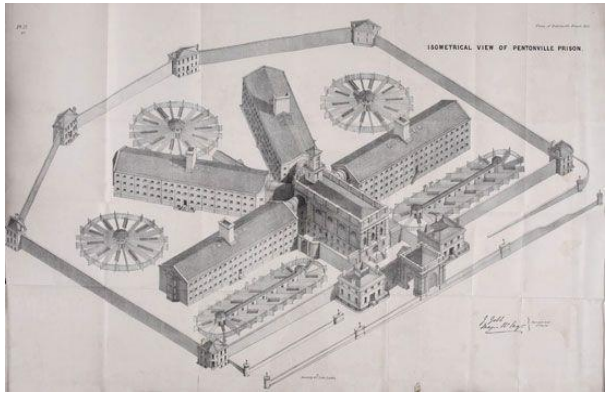
Revision for Year 9 Key Assessment 3
Punishments through time







Case studies




Key word	Definition
Retribution	A punishment intended to repay the victim of the crime.
Deterrent	Something that prevents people from doing something by making them afraid of what will happen to them if they do it.
Removal	A punishment aimed at removing someone from society.
Reform	The act of changing something or someone.
Historical context	What was going on in society and history at the time of the source.
Infer	A guess/conclusion reached based on evidence.
Treaty of Versailles	Peace treaty signed after WW1, Germany forced to: accept blame, reduce army, give up land and pay reparations to the allies.

Factors that influence punishments

- Church and religion
- Individuals
- Travel and technology
- Attitudes/ beliefs/ values
- Urbanisation
- Wealth/ Poverty
- The media
- Lawmakers /Government

Middle ages/Medieval c1000-1500

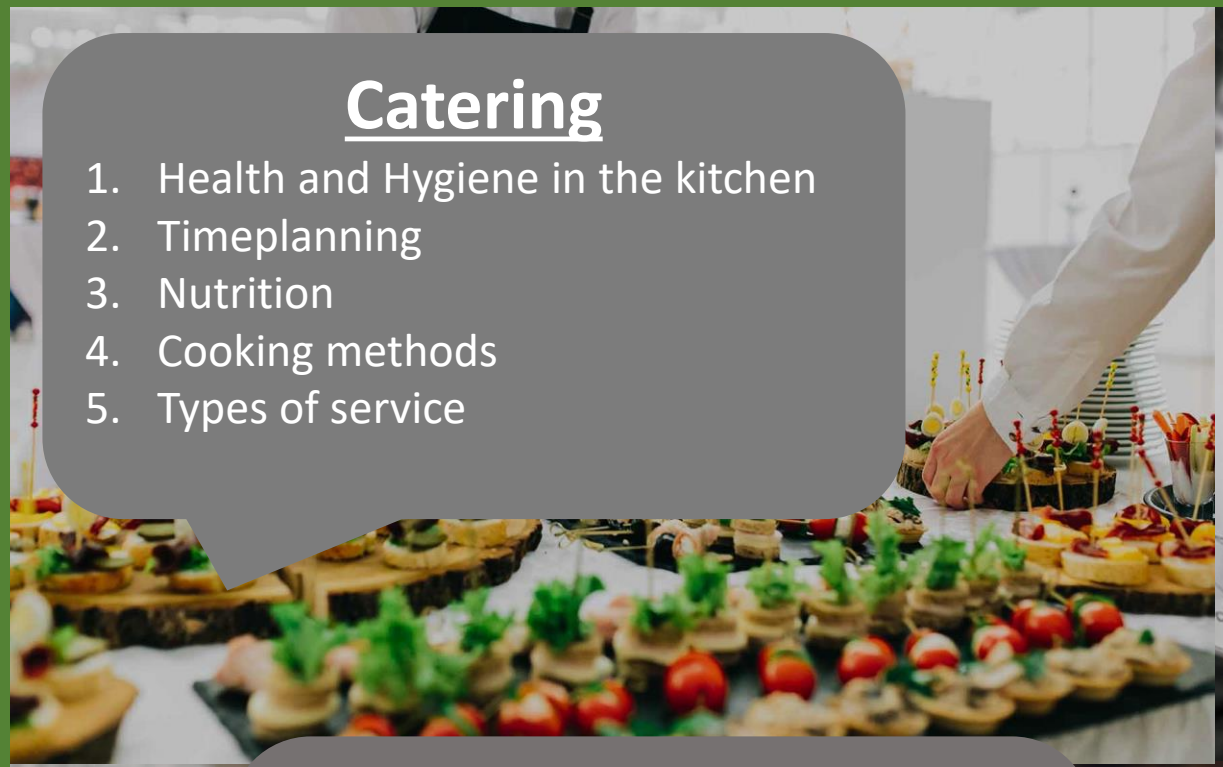
Early Modern Period c1500-c1700

Industrial period c1700-c1900

Modern Period c1901-Present

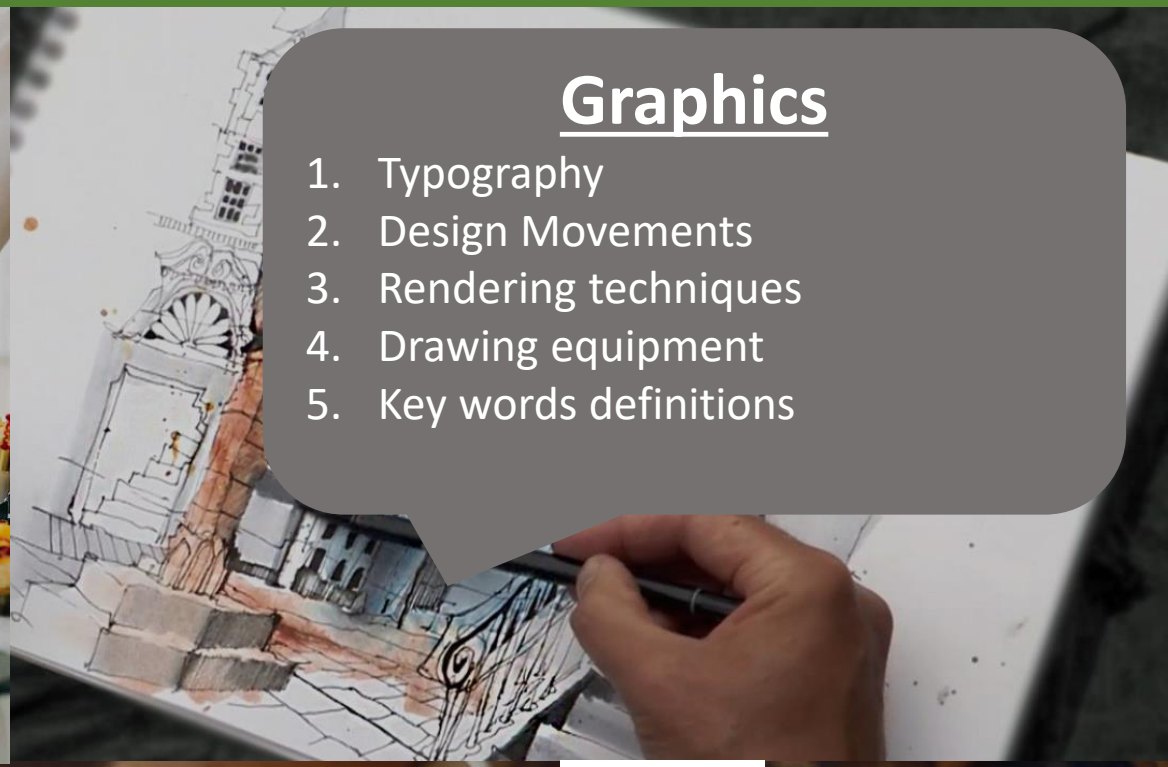
Revision Topics Year 9

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 3 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

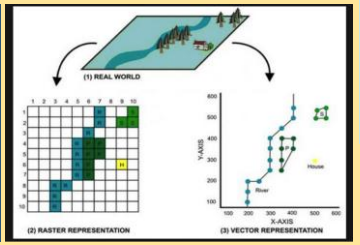
More info at –
BBC Bitesize Home - BBC Bitesize

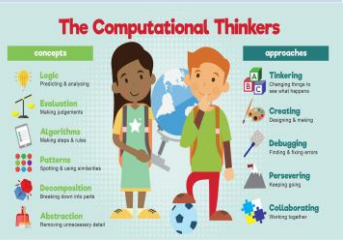
PE student pages

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

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

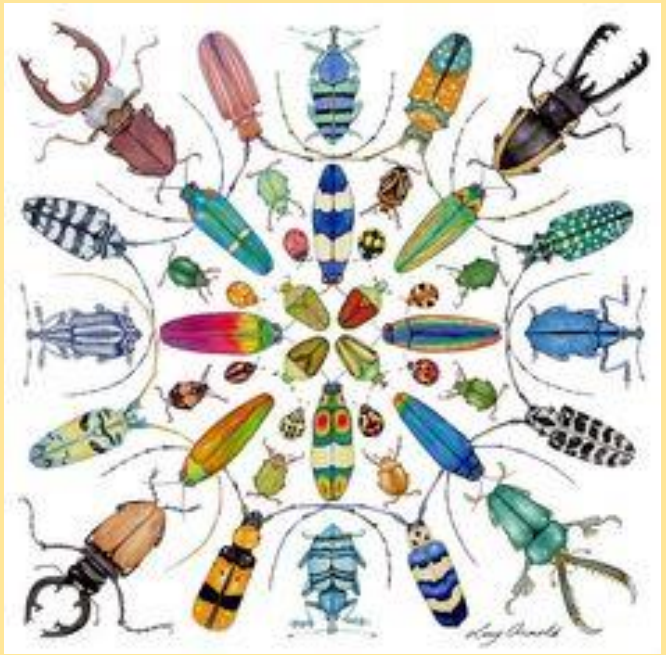
Computer Science - Content to revise

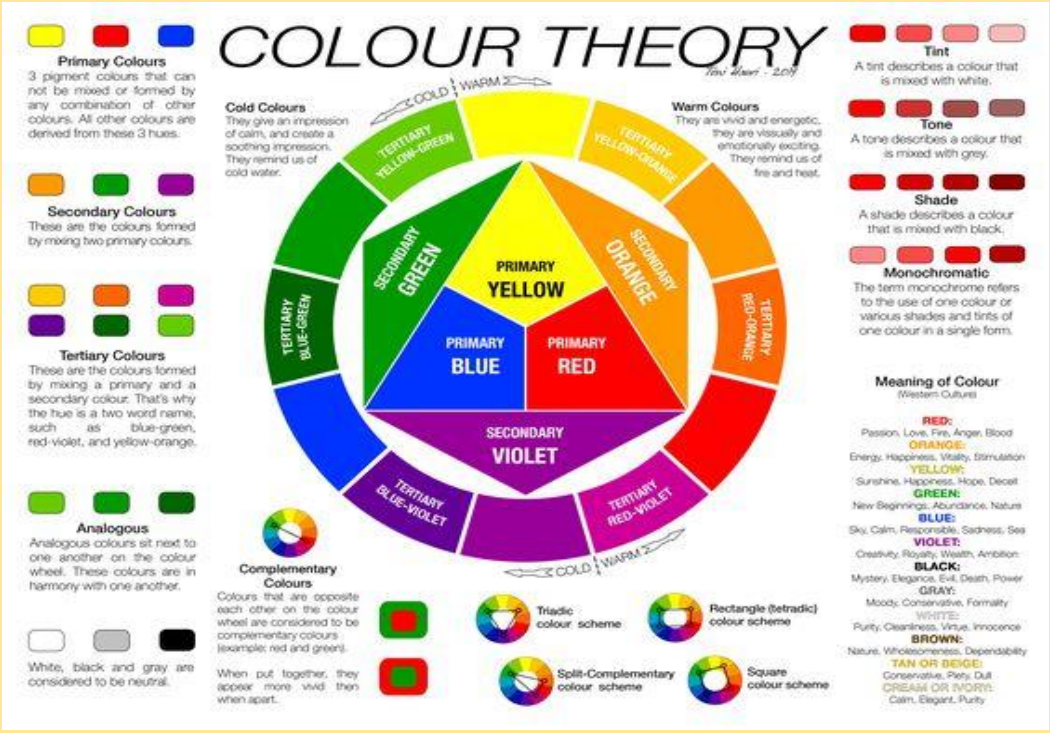
Unit title	What you should know	Link
Cybersecurity	• Explain the difference between data and information • Recognise how human errors pose the biggest risks to networks • How to identify a range of attack methods and ways to prevent them • Understand the limitations of networks and the probability of 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