



**North Oxfordshire Academy**  
The best in everyone™  
Part of United Learning

# Year 9 Exam Revision Guide



**Set no limits, accept no excuses**

## Overview

Key Stage Three students will be sitting their mid-year assessments in all subjects starting week beginning 14th December 2020. All assessments will be conducted under controlled conditions in classrooms. These assessments will assess your child's progress from the start of this academic year.

We strongly believe that good preparation is the key to success in assessments. To support this, every subject has uploaded revision tasks onto their subject teams. Daily reading and Hegarty Maths practice should continue as normal for Key Stage 3 students. In order to support students we have set the expectation that any Home Learning/ Revision is to be set the week beginning December 7<sup>th</sup>, this gives students an opportunity to complete their home learning prior to the school breaking up for the festive period.

We wish your child every success in their forthcoming assessments. If you have any further questions regarding this matter, please contact me via the email address shown below.

Yours sincerely,

A handwritten signature in black ink that reads "D. Murphy". The signature is written in a cursive style with a large initial "D" and a long, sweeping underline.

Mr. David Murphy

KS3 Assistant Principal

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## How to Study

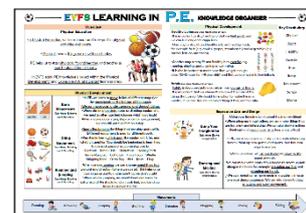
- To do well, aim high.



- Start revising early, the more you prepare the more confidence you will have in the exam. Do not leave the difficult topics until the end of your revision time.



- Check you know what topics to revise. You want to learn the correct information.



- Ask teachers for help if you need it as you get ready for your exam.



- Find a quiet place to study.



- Don't distract yourself with Facebook or texts. Keep calm.



- Exams are not there to trick you; they are to see how much you have learnt.



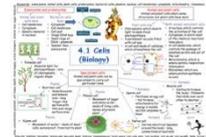
## Study Methods

Revision is not just reading your notes or text books. There is no 'right way' to revise – different methods suit different people.

-Choose a way that will help you gain a solid grasp of the facts and strengthen your knowledge.



-You may want to mix methods as variety will help you concentrate for longer. You could read your notes and make diagrams or revision cards of main points.



-Use colour, a highlighter and lots of pictures to help you remember. Write the main points only as you will want to recall all of the important things.



-If your notes are not clear, recheck your text book, do not copy incorrect details.



-Make posters with key facts then display these in your house where you will see them.

-Create Mind Maps with the subject in the centre and key words/pictures linking it.



-Record yourself reading notes to listen to on the move. Include questions, a pause and then the answers so you can test yourself as you listen.



-Study with a friend and test each other's knowledge, but remember you are meeting to revise rather than to chat!



-Work through past question papers – use a watch so that you can practise timing your answers.



**Don't forget to reward your hard work with things you enjoy. Take breaks. Short blocks may be better for you than a solid three hours if nothing goes in!**



## Before your exam

1. Make sure you know when and where your assessments will be.

WEEK 1 - February 2018 Yr11 Internal Assessments							
	Pre	Period 1	Period 2	Period 3	Period 4	Period 5	Location
Monday 15th Feb 2018	A 30 min test for the students	PE (2H 30) History (1H 45)				Business (2H) Science (2H) Maths (2H) Biology (2H) - students (2H-4)	Sports Hall
Tuesday 20th Feb 2018	Students brought to school	Y11 Maths (2H 30)				Y11 French Writing (2H 15) Spanish Writing (2H 15)	Sports Hall
Wednesday 21st Feb 2018	Students brought to school	Geography (2H) Computer Science (2H)			Y11 English Language (1H 45)	History (2H 15) Computer Science (2H)	Sports Hall
Thursday 22nd Feb 2018	Students brought to school	Y11 Maths (2H 30)		Resistant Materials (2H) Chemistry (1H 45)		Psychology (2H 15) ICT (2H 45) Drama (2H 15)	Sports Hall / ROOM
Friday 23rd Feb 2018	Students brought to school	Physics (1H 45) Football (1H 45) ICT (2H 45) - students (2H-4)		Music (2H) (1H 45) Drama (2H)		French Reading (1H) ICT (2H 45) - students (1H-4) Food (2H) - student (2H-4)	Sports Hall

2. Make sure you have all the equipment you will need.



3. Make sure you eat breakfast and have a drink to help you focus.



4. Do not stay up late the night before.



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4:00 pm							
4:30 pm							
5:00 pm							
5:30 pm							
6:00 pm							
6:30 pm							

# Subject Information

## Design & Technology

Contact: [Eddie.brick@northoxfordshire-academy.org](mailto:Eddie.brick@northoxfordshire-academy.org)

### Term 1-2 overview:

Year 9 continues to build on the basic knowledge, mixing previous material with more practice in applying their learning. We aim to focus pupils more on evaluative thinking in their approach to their skill development in design & manufacture projects, aiming to encourage pupils to self-review, identifying & addressing areas for further development in their learning so that they can complete more challenging and rewarding projects. Theory knowledge such as materials, properties, design principles, etc. more closely reflect the demands of the KS4 curriculum.

### Assessment criteria for the Mid-Year assessment:

#### **10mks = Research, Analysis & Initial Design Ideas**

- Creativity of initial ideas
- How well they acknowledge the design brief given
- Quality & relevance of research – has the student shown how & why they have researched specific topics
- Analysis of existing products – has the student effectively engaged in the process of analysing & evaluating existing examples to identify the characteristics of good/bad design solutions, and discover ideas similar to their own?

#### **10mks = Specifications and development of Ideas**

- Has the pupil shown a good understanding of the key specification points for this design project?
- Is it evident that the pupil has been able to relate these general ideas to the specific design challenge at hand?
- Has the pupil used the design specification to identify and develop areas of their initial ideas which need further attention?

#### **15mks = Communication Skills & Evaluation**

- Has the pupil clearly invested time & effort into developing clear, presentable sketches of their design ideas
  - Application of design sketching techniques; construction lines distinct from edge lines, rendering techniques applied where appropriate, thumbnail sketches, etc.
  - Has the pupil effectively used labelling and annotation on their sketches to support their design sketches in communicating their ideas?
- Evidence of each may be accepted where the pupil's notes provide enough information to support interpreting unclear sketches.
- In developing ideas and reviewing their work, has the pupil illustrated critical thinking skills? Identifying areas of success & areas in need of improvement & using this evaluation to inform further decision making/developments within this project, or projected to future projects?

#### **15mks = Finished Product:**

- Marks for overall presentation – to what extent has the pupil presented a complete project, including:
  - Clear evidence of their design theme & how content has been informed by research
  - Clear links to the design brief & design specifications in their finished article
  - Have rendering and labelling been used effectively in their finished article & throughout their portfolio?
  - Has the pupil displayed confidence in their ability to explain features/details of their design if questioned?

## Subject Information

Drama

Contact: [beccy.everett@northoxfordshire-academy.org](mailto:beccy.everett@northoxfordshire-academy.org)

### Term 1-2 overview:

Term 1 and 2 have focused on the play text, DNA, by Dennis Kelly, and the exploration of the main themes that are covered within this text, alongside the characters and their relationships and the plot. Focus has been placed on how we, as actors and performers, analyse the language and dialogue of a script and how we can apply vocal and physical skills to communicate meanings to an audience.

VOCAL SKILLS		PHYSICAL SKILLS	
Tone of voice	Pause	Gesture	
Pace	Projection	Facial expressions	
Volume		Body Language	
Pitch		Stance	Posture

### Topics to be covered in the Mid-Year assessment:

- Key words – students will be expected to use the key words in sentences in the correct way.
- Live Theatre Evaluation - students will answer two questions based on a live theatre performance (of DNA) that will ask them to analyse and evaluate the performance skills and a technical aspect of the performance they have seen.

## Subject Information

English

Contact: [katherine.graham@northoxfordshire-academy.org](mailto:katherine.graham@northoxfordshire-academy.org)

### Term 1-2 overview:

#### **We Should All Be Feminists/ An Inspector Calls**

Unit 1 and 2 focuses on analysis of both fiction and non-fiction. We will be introducing students to tone and the impact this has on how language is interpreted for both literature and language papers. Furthermore, students will begin to work on understanding extracts and familiarising students with strategies for approaching extracts in preparation for GCSE.

### Topics to be covered in the Mid-Year assessment:

#### **Kindertransport**

Students will be required to answer a question on the play *An Inspector Calls*. Students will be asked on a theme or character and will be required to use both their knowledge of the text and apply the skills we have worked on in class to develop an argument in response to the question. Students must have a thorough knowledge of the text and the contextual information about Edwardian England that is relevant to their understanding of the text.

You will be assessed on:

1. Your ability to form a line of argument.
2. Provide evidence to support your argument.
3. Explain and analyse your evidence to support your line of argument.
4. Develop your ideas.

## Subject Information

French

Contact: [rachael.morris@northoxfordshire-academy.org](mailto:rachael.morris@northoxfordshire-academy.org)

### Term 1-2 overview:

Term 1 oversees the topic of family relationships, friends and future plans. This topic is studied again, in more depth, at GCSE level. Students therefore already have a foundation of knowledge on this topic prior to starting GCSE content. The use of past, present and future are used throughout this topic. Term 2 focuses on the topic of festivals in francophone countries. This module provides students with an insight into the culture of France which we hope strikes a real interest in their learning of French.

### Topics to be covered in the Mid-Year assessment:

- Family relationships, friends and future plans.
- Festivals and traditions.

## Subject Information

Geography

Contact: [hamish.burton@northoxfordshire-academy.org](mailto:hamish.burton@northoxfordshire-academy.org)

### Term 1-2 overview:

Students will be able to explain the characteristics of emerging countries, reasons for their growth and the implications of their rapid development.

Students will know what the BRIC and MINT countries are. Students will understand the characteristics of Brazil as an emerging country as well as Rio de Janeiro as an example of a city with both opportunities and challenges. Students will be able to explain how TNCs (such as Fiat) affect cities in emerging countries (e.g. Betim, Brazil).

### Topics to be covered in the Mid-Year assessment:

Students will sit an assessment which tests knowledge and understanding from the entire Y9 Life in an emerging country unit. Students should expect:

- a series of shorter response questions, some of which will be based on Figures in the paper.
- a question requiring an extended response and case study knowledge at the end of the paper.

Students should revise using the look/cover/write/check method using their knowledge organiser and glossary for the unit which are in the 'files' section of their class groups on MS Teams. Students should practise retrieval of knowledge by testing themselves on the key material or by asking a peer/someone at home to test them.

What is an emerging country and where are they located?

What are the characteristics of emerging countries?

Why is rural to urban migration a key feature of emerging countries?

What are the opportunities and challenges faced by people living in a city in an emerging country?

What are TNCs and why are they important?

What impacts have TNCs had on an emerging country you have studied?

## Subject Information

### History

Contact: [geraint.evans@northoxfordshire-academy.org](mailto:geraint.evans@northoxfordshire-academy.org)

#### Term 1-2 overview:

Students will be able to apply their knowledge and understanding of key issues surrounding British colonialisation during the British Empire; and the causes of World War One.

#### Topics to be covered in the Mid-Year assessment:

##### **British Empire**

Understanding of how colonialism looked, focusing on: political dominance; economic exploitation; culturalism and racism; and native resistance

- 1857 – conflict in India. Key events, different groups in society and how they reacted (e.g. Sikhs compared to Muslims); ulterior motives in Britain; resistance in India
- India after 1857
- Australia – settler colony
- Ireland

##### **World War One** – focusing primarily on the causes of World War One

- M – militarism
- A – alliances
- I – imperialism
- N – nationalism.

How did each of these contribute to the start of a world war?

## Subject Information

### Hospitality

Contact: [william.allen@northoxfordshire-academy.org](mailto:william.allen@northoxfordshire-academy.org)

#### Term 1-2 overview:

Students will be able to identify the macro nutrients (needed in larger amounts) and for each macro nutrient students will be able to discuss the **generic points, sources, function** and **deficiency**.

The topic of Food Safety has been covered including Hazard Analysis Critical Control Point (**HACCP**) which has two stages; identifying the hazard and then ways to stop the hazard happening.

#### Topics to be covered in the Mid-Year assessment:

##### Macro Nutrients (these are needed in larger amounts compared with micro nutrients):

- Fats
- Carbohydrates
- Proteins

##### Hazard Analysis Critical Control Point (HACCP)

Being able to explain issues within given stages of food production e.g. delivery, storage preparation

##### Food Safety

- Correct colour chopping boards
- Kitchen rules
- Ways to reduce food spoilage

# Subject Information

## Information technology

Contact: [beth.hall@northoxfordshire-academy.org](mailto:beth.hall@northoxfordshire-academy.org)

### Term 1-2 overview:

The students will be able to apply knowledge and understanding of print products, digital graphics and digital graphic design. This will include health and safety, conventions of a magazine (cover and double page spread), hardware and software, stereotypes and imagery, assets of a digital graphic and file formats.

### Topics to be covered in the Mid-Year assessment:

#### **Health & Safety:**

- E-safety
- Working safely on a computer
- Protecting your work

#### **Conventions:**

- To know conventions of a magazine cover and double page spread
- To know the purpose of magazine conventions
- To understand how conventions are designed to appeal to a target audience

#### **Hardware & Software:**

- To know what software and hardware is needed to create a print product
- To know the advantages and disadvantages of hardware and software

#### **Stereotypes and imagery:**

- To be able to identify stereotypes
- To analyse images used and relate to the target audience
- To be able to identify different stereotypes and target audience

#### **Assets of Digital Graphics:**

- To know what assets make up a digital graphic
- To know the difference between bitmap and vector images
- To know how assets are created and manipulated

#### **File Formats:**

- To know the different file formats available
- To know the advantages and disadvantages of file formats
- To understand resolution

## Subject Information

### Maths

Contact: [joseph.chilvers@northoxfordshire-academy.org](mailto:joseph.chilvers@northoxfordshire-academy.org)

#### Term 1-2 overview:

Students should be able to apply all knowledge learned and revised in the first 2 terms of year 9. Questions, that involve problem solving, within the assessment may require knowledge and understanding of more than one topic. This assessment is heavily based around number and its application, students are expected to be fluent in these topics in preparation for the start of Key Stage 4 and GCSE's.

#### Topics to be covered in the Mid-Year assessment:

- Decimals
- Rounding and Estimation
- Indices, Powers and Roots
- Factors, Multiples and Primes
- Ratio
- Fractions, Decimals and Percentages (Equivalence)
- Four Operations of Fractions
- Percentages
- Proportion
- Place value and Number properties

## Subject Information

### Music

Contact: [James.stevenson@northoxfordshire-academy.org](mailto:James.stevenson@northoxfordshire-academy.org)

#### Term 1-2 overview:

In Term 1, students learn the skills required to achieve a Grade 1 Level in Music Theory, using the ABRSM specification. We cover rhythm symbols, pitch notation using treble and bass clef, dynamics, articulation and signs.

In Term 1, students will learn how the techniques from Term 1 are used in a practical context, specifically within popular music. Students will learn how to identify and analyse the use of cadences, song structure, texture and chord progressions.

#### Topics to be covered in the Mid-Year assessment:

- Elements of music including texture, structure, rhythm and harmony.
- Notation including treble and bass clef, rhythm symbols, signs and articulation.
- Extended writing on a piece of music using key words learned in Term 2.

Revision material including all lesson PowerPoints and Knowledge Organisers are in Teams in Year 9 Music/Files/Class Materials

# Subject Information

Science

Contact: [emily.willett@northoxfordshire-academy.org](mailto:emily.willett@northoxfordshire-academy.org)

## Term 1-2 overview:

Science in Year 9 builds on the topics covered in Years 7 and 8, and the Mid-Year assessment could include questions which test knowledge of any content taught in KS3 so far.

The first Biology topic in Year 9 has its foundations in both the Year 7 Cells and the Year 8 Digestion topics, expanding your biological knowledge and vocabulary. You will need to look back at your Year 8 Light notes so that you can see how differently sound behaves in the Year 9 Waves topic, and the Chemistry work in Year 9 will include more details of reactions between elements from throughout the Periodic Table.

## Topics to be covered in the Mid-Year assessment:

### **Year 9 Biology, The Body**

- Skeletons & muscles
- Respiration & gas exchange
- Inheritance & DNA

### **Year 9 Physics, Waves**

- Properties of waves
- Mechanical waves & the electromagnetic spectrum
- Ultrasound, microphones & speakers

### **Year 9 Chemistry, Reactions**

- Reactivity series
- Displacement reactions
- Reactions of metals & acids