



Southend High School for Girls

Revision lists  
for End of Year Examinations  
Year 9

## Art

You will be drawing a squashed empty coke can from observation for your Year art exam in your art lesson after exam week. You will have 50 minutes to do this.

Please bring a 2B or 4B pencil as well as coloured pencils, a rubber and a sharpener. Paper will be provided. The can will also be provided.

In order to prepare you might like to have a try at drawing a can before the test.

Maybe try a pencil only drawing to start – ie drawing pencil – no colour. Drawing with just pencil will help you to practice achieving accuracy with the shape and will help you to observe the tonal values of the object.

Secondly you could try a coloured pencil version. When you use coloured pencils 'map out' the shape of the can first in very light lines using the drawing pencil (2B or 4B)

You will then use the coloured pencils to show the variation of tones and also the features of the can ( you will of course need a red pencil!)

## Biology

Topics to revise:

### Cells

- Animal and plant cells
- Cell specialisation
- Eukaryotes and prokaryotes
- Microscopy
- Chromosomes

### Cell transport

- Diffusion
- Osmosis
- Active transport

### Communicable disease

- Communicable disease
- Viral diseases
- Bacterial diseases
- Fungal diseases
- Protist diseases
- Human defence systems
- Antibiotics and painkillers
- Culturing microorganisms
- Vaccination
- Health issues
- Lifestyle effects on non-communicable diseases

### Circulatory system

- blood
- blood vessels
- the heart and blood flow
- The lungs, breathing and gas exchange
- Helping the heart
- CHD

**Equipment needed:**

- Pen black
- Pencil
- Rubber
- Ruler
- Scientific calculator

**Revision resources:**

- [Biology KS3 Padlet](#)
- [BBC Bitesize Biology](#)
- [Grade Gorilla](#) -source of examination style questions
- [Physics and maths tutor](#) – can use the flash cards, notes and exam questions for the topic that cross over between KS3 and GCSE

**Revision methods:**

- Mind-maps/Seneca tutorial/Bitesize – to assess what content you know
- Working through assessment-style questions
- Making and using flashcards
- Brain dump/ retrieval map

## Chemistry

Topics that you need to revise:

## Topic 1: Energy

- Exothermic and endothermic reactions
- Energy changes in a reaction
- Bond energy calculations

## Topic 2: Rates of reaction

- Collision theory
- Speeding up the rate of a reaction
- Analysis of graphs regarding the speed of a reaction
- Practical methods in measuring the rate of a reaction

### Topic 3: Atmosphere

- Formation of our atmosphere
- Gases in our atmosphere
- Pollution and how to reduce it
- Global warming
- Global dimming
- Data analysis

## Topic 4: The atom

- Structure of the atom
- History of the atom
- Electron arrangement

## Topic 5: The Periodic table

- The history of the Periodic table
- Metals and non-metals
- Group 1

### Sources of help:

Chemistry padlet: <https://padlet.com/nerysaylen/iwfgb1i583l1np9h>

Physics and maths tutor: [Physics & Maths Tutor \(physicsandmathstutor.com\)](http://physicsandmathstutor.com)

BBC bitesize: [GCSE Chemistry \(Single Science\) - BBC Bitesize](#)

Cognito science: [GCSE Chemistry \(9-1\) - YouTube](#)

Year 9 MS teams page

**Equipment needed:**

- Pen black X2
- Pencil X2
- Rubber
- Ruler
- Scientific calculator

# Computer Science

## 1. Computer History:

- a) Alan Turing, Ada Lovelace, Charles Babbage, George Boole, Sir Tim Berners-Lee

## 2. Hardware:

- a) CPU
- b) Hard drive (HDD)
- c) Solid state drive (SSD)
- d) RAM / ROM
- e) Motherboard
- f) Peripherals
- g) Input and output
- h) Cloud storage

## 3. CPU:

- a) Fetch decode execute cycle
- b) Clock speed

## 4. Storage units:

- a. Bit, nibble, byte, KB, MB, GB, TB

## 5. Binary:

- a) Binary numbers
- b) Binary to denary conversion
- c) Denary to Binary conversion

## 6. Python programming:

- a) Sequencing instructions to create an output
- b) Choosing the correct output for a program
- c) Selection : IF / ELIF/ ELSE
- d) Mathematical symbols: \* , / , + , -
- e) Comparison operators: > , < , >= , <=
- f) Boolean operators: == , !=

## 7. Network security:

- a) Methods to attack networks
- b) Ways to prevent attacks on networks
- c) Computer Misuse Act
- d) People as a weak point in a network

8. Images:

- a) Pixels
- b) Colour depth
- c) Resolution
- d) Calculating the size of a file
- e) Metadata



## **Design Technology**

### **Topics that you need to revise:**

- Technology push/market pull
- Ergonomics and anthropometrics
- innovation
- Marketing
- Sustainability
- Carbohydrates

### **Sources of help:**

Year 9 DT Teams page

Year 9 Innovation handbook

Year 9 FPN handbook

### **Equipment**

- Pen black X2
- Pencil X2
- Rubber
- Mathematical drawing set
- Scientific calculator
- Coloured pencils

## English

**The examination :** Your examination will be 50 minutes long. In it you will need to write an argue/persuade article:

- You will need to write an article in response to a statement, just as you did in your writing assessment based on the Scary Stories anthology this year
- You will be given a choice of two questions – you need to answer one of them
- You will need to base the content of your article on the issue in the statement in whichever question you decide to answer
- Both statements are about general issues that do not require specialist knowledge or expertise
- You do not need to fully agree or fully disagree with the statement – you should just use it as a jumping off point for your own ideas

### How you will be assessed

You will be assessed based on the **GCSE English Language writing assessment criteria** that you were assessed on for your previous writing assessment.

In particular, we will be looking at the following areas of your writing:

1. Thoughtfulness and sophistication of ideas
2. Overall argument, including structure
3. Tone and style
4. Use of persuasive techniques
5. Technical accuracy
6. Paragraphing (including demarcation)

We will also be looking at your mastery of these creative writing skills:

1. Creating an effective structure (non-fiction)
2. Writing an opening and matched closing for a given text type
3. Writing an opinion paragraph for a given text type

### How to revise

Revise using your notes from class and the argue/persuade writing guides on the SHSG English website:

- <https://www.shsgenglish.org/writingguides/arguepersuade>
- <https://www.shsgenglish.org/writingguides/openingsandclosings>
- <https://www.shsgenglish.org/writingguides/openingsandclosings2>
- <https://www.shsgenglish.org/writingguides/opinionparagraph>
- <https://www.shsgenglish.org/writingguides/structure>

You can also develop your vocabulary using the vocabulary section on our website:

<https://www.shsgenglish.org/revision/vocab>

There are links to other useful websites available here:

<https://www.shsgenglish.org/revision/usefulwebsites>

## French

There will be a listening test, a reading and writing test, and a translation both ways.

### Topics to revise

Year 7, 8 and 9 content as below:

Year 7 Content	Grammar	RAG	Actions	RAG
<b>Me, my family and my friends</b> <ul style="list-style-type: none"> <li>• Introductions: Names, ages, how are you, where live, birthday, nationality.</li> <li>• Alphabet</li> <li>• Family members</li> <li>• Pets</li> <li>• Descriptions of pets</li> <li>• Description of family members/ famous people</li> </ul>	<ul style="list-style-type: none"> <li>• Verb formation – avoir, être and regular er verbs</li> <li>• Nouns (M.F.PL)</li> <li>• Articles (definite and indefinite)</li> <li>• Adjectival agreements</li> <li>• Prepositions.</li> <li>• High frequency vocabulary including intensifiers, qualifiers, and connectives.</li> <li>• Possessive adjectives</li> </ul>			
<b>School life</b> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Opinions about school subjects</li> <li>• School equipment and rules</li> <li>• The school day</li> <li>• Times</li> <li>• Meals</li> <li>• The school building</li> </ul>	<ul style="list-style-type: none"> <li>• More reflexive verbs introduced</li> <li>• The form “On”</li> <li>• Partitive article for food and drink</li> <li>• Il faut + infinitive</li> <li>• Il ne faut pas + infinitive</li> <li>• Adverbs (vraiment, vachement, franchement)</li> </ul>			
<b>Free time and hobbies</b> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense of aller and faire</li> <li>• Present tense of ir and re verbs lire</li> </ul>			

<ul style="list-style-type: none"> <li>• Weather</li> <li>• Opinions</li> <li>• What other people do</li> <li>• Mobile and computer technology</li> <li>• Television</li> </ul>	<ul style="list-style-type: none"> <li>• Jouer à</li> <li>• Faire de</li> <li>• Aimer + infinitive</li> <li>• Quand + weather</li> <li>• Relative pronouns (qui est/ que je trouve)</li> <li>• Adverbs bien/mal</li> <li>• Frequency including adverbs (souvent)</li> </ul>			
<b>Year 8 content</b>	<b>Grammar</b>	<b>RAG</b>	<b>Actions</b>	<b>RAG</b>
<b>My local area and my house</b> <ul style="list-style-type: none"> <li>• Places in town</li> <li>• Opinions</li> <li>• Simple comparisons of towns/villages</li> <li>• Directions</li> <li>• What can be done in a town</li> <li>• Places to go to</li> <li>• What people want to do in town</li> <li>• Narration of a past visit to a town</li> </ul>	<ul style="list-style-type: none"> <li>• Negatives with de</li> <li>• Questions using est-ce que</li> <li>• Imperative voice</li> <li>• Modal verbs followed by the infinitive</li> <li>• The verb aller</li> <li>• Futur proche</li> <li>• Passé composé of regular and irregular verbs with avoir</li> <li>• Passé composé of selected être verbs</li> <li>• Revision of adjectival agreement</li> <li>• Comparative adjectives</li> <li>• Prepositions</li> </ul>			
<b>Festivals and celebrations</b> <ul style="list-style-type: none"> <li>• Numbers and dates</li> <li>• Common festivals in France</li> <li>• Francophone world festivals</li> <li>• Food and drink</li> <li>• Opinions and justifications</li> </ul>	<ul style="list-style-type: none"> <li>• Si structures using present and near future</li> <li>• Reflexives</li> <li>• Revision of Passé composé</li> </ul>			

<ul style="list-style-type: none"> <li>• Daily routine on festivals</li> <li>• A recent festival</li> </ul>	<ul style="list-style-type: none"> <li>• Further irregular present tense</li> <li>• Avoir idioms (avoir de la chance, besoin, envie, hâte)</li> <li>• Opinions and justifications</li> <li>• Revisit comparative (meilleur and mieux)</li> </ul>			
<b>Holidays</b> <ul style="list-style-type: none"> <li>• Holiday locations</li> <li>• Holiday places to stay</li> <li>• Transport</li> <li>• Holiday activities</li> <li>• Weather</li> <li>• Writing in 3 tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions revisited en/à</li> <li>• Revisiting à + definite article</li> <li>• Future tense</li> <li>• Revisiting faire and jouer + de/à</li> <li>• Use of faire for weather</li> </ul>			
<b>Year 9 content</b>	<b>Grammar</b>	<b>RAG</b>	<b>Actions</b>	<b>RAG</b>
<b>My relationships and my free time</b> <ul style="list-style-type: none"> <li>• Give information about a friend</li> <li>• Comparisons of different people including object pronouns.</li> <li>• Give information about relationships</li> <li>• Types of music and opinions</li> <li>• Description of clothing and personal style</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of regular and irregular adjectives</li> <li>• Comparative adjectives</li> <li>• Je le trouve/ je la trouve</li> <li>• Use reflexive verbs to discuss relationships</li> <li>• Use pronouns to give opinions about different people and music</li> <li>• Regular and irregular verbs in the present tense</li> <li>• Regular and irregular verbs in the Passé</li> </ul>			

	<p>composé (avoir and être verbs)</p> <ul style="list-style-type: none"> <li>The near future tense</li> </ul>			
<p><b>My healthy lifestyle</b></p> <ul style="list-style-type: none"> <li>Exercise activities</li> <li>Food and drink</li> <li>Reasons for eating healthily</li> <li>Unhealthy behaviours (smoking/drinking/drugs)</li> <li>What you used to be like when you were younger</li> <li>Future advice for diet and exercise using imperative and il faut</li> </ul>	<ul style="list-style-type: none"> <li>Activities using faire and jouer – de/à</li> <li>Expressions of frequency including adverbs (rarement)</li> <li>Il faut + infinitive</li> <li>Imperative</li> <li>Impersonal expressions</li> <li>Imperfect tense</li> <li>Manger/boire/prendre</li> <li>Pronoun en + y</li> <li>Complex négatives</li> <li>Reflexive verbs</li> </ul>			
<p><b>My future plans</b></p> <ul style="list-style-type: none"> <li>Education at the moment including opinions and lessons for options</li> <li>Giving information about the school</li> <li>School rules including uniform</li> <li>Comparing with French schools</li> </ul>	<ul style="list-style-type: none"> <li>Futur simple</li> <li>Revision of future tense time frames – je pense/espère/voudrais + infinitives</li> <li>Imperatives</li> <li>Il est interdit de</li> <li>Commencer/ réussir à</li> <li>Eviter de/ décider de</li> <li>Revision of adjective agreement and position (clothing)</li> <li>Comparative and superlative revision</li> <li>Si + present + future</li> <li>Quand + future + future</li> </ul>			

## Resources to support your revision

1. [Pearson Activelearn](#) redo / revisit comprehension activities ; revisit vocabulary using the vocab lists at the end of each unit / practise grammar using the grammar practice pages at the end of each unit as well as the test and revise pages after every 2 units. There is also a useful grammar section at the back of the book.
2. [Quizlet](#)- this is the link for your KS3 revision page. It contains vocab lists for the whole KS 3 specification as well as quizzes on aspects of grammar. You are free, however, to search for activities beyond your class page to help you learn vocab and grammar points. It's good practice to use quizlet little and often e.g. 3 x 10 mins a week
3. [Languages Online](#) - various interactive activities to practise grammar and vocabulary – it is free
4. [Conjuguemos](#) - free website which allows you to practise verb conjugations in a range of languages – just choose your language.
5. [Memrise](#) – like quizlet – a lot of flashcard activities to help you learn languages. . It is free.
6. [Seneca Learning](#) - you can use this resource for free for a range of school subjects and different levels.

Use the QR code to join a specially created class for examination preparation



7. Your exercise books – provided they are well organised, clearly laid out and referenced and up to date.
8. You may want to devise a revision schedule / study plan using this app : [adapt](#)

RAG rate (highlight in red, amber, green) the topics and skills according to which ones need prioritising in your revision and which ones you are secure on. (green = secure, amber = ok, red = not secure).

## **Geography**

Topics to revise:

### **Retrieval:**

- Tectonic plate boundaries
- Glacial landforms of erosion
- Map skills (height on maps, landforms, grid references)
- Development indicators
- Challenges facing Ethiopia

### **Ecosystems:**

- Location of biomes
- Factors affecting biome distribution
- Definitions of key terms, e.g. biome, biotic, abiotic, goods, services, producer, consumer
- Food chains and webs
- Uses of the tropical rainforest

### **Global Cities:**

- What are global cities?
- Locating global cities on a map
- Push pull factors
- Opportunities and challenges in London

### **Skills**

- Describe using key terms
- Explain and justification using chains of reasoning “this means that...”



## German

There will be a listening test, a reading and writing test, and a translation both ways.

Topics, grammar and vocabulary to revise from YEAR 7.

- Family and home
- Hobbies and Free time
- School

<u>Theme 1 Family</u>	<u>Theme 1 Family</u>	<u>RAG</u>	<u>Actions</u>	<u>RAG</u>
<u>Content</u> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Name and age</li> <li>• Birthday</li> <li>• alphabet</li> <li>• numbers</li> <li>• days of week and months countries</li> <li>• character and physical descriptions,</li> <li>• family members,</li> <li>• pets,</li> <li>• colours,</li> <li>• favourite things.</li> </ul>	<u>Grammar and vocab pages 22-25</u> <ul style="list-style-type: none"> <li>• Gender of nouns</li> <li>• Definite and indefinite articles</li> <li>• Accusative case</li> <li>• Present tense of regular verbs</li> <li>• Giving opinions</li> <li>• Connectives</li> <li>• Irregular verbs haben and sein</li> <li>• Qualifiers and intensifiers</li> </ul>			
<u>Theme 2 Hobbies and Free Time</u>	<u>Theme 2 Hobbies and Free Time</u>			
<u>Content</u> <ul style="list-style-type: none"> <li>• Sports</li> <li>• hobbies and pastimes</li> <li>• expressions of time</li> <li>• collecting things</li> <li>• use of technology</li> <li>• online activities.</li> </ul>	<u>Grammar and vocab pages 44 - 47</u> <ul style="list-style-type: none"> <li>• Regular verbs</li> <li>• Irregular verbs</li> <li>• Adverbs gern/nicht gern</li> <li>• Separable verbs</li> <li>• Word order</li> <li>• Modal verb können</li> <li>• Future expressions of time</li> </ul>			
<u>Theme 3 School</u>	<u>Theme 3 School</u>			
<u>Content</u> <ul style="list-style-type: none"> <li>• School subjects,</li> </ul>	<u>Grammar and vocab pages 90 - 93</u>			

<ul style="list-style-type: none"> <li>telling the time</li> <li>(analogue, digital and 24hr clock), school day and timings, classroom furniture.</li> </ul>	<ul style="list-style-type: none"> <li>Justifying opinions using weil</li> <li>Dative case</li> </ul>			
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## Resources

Stimmt 1 Active Learn Chapters 1-4

[www.languagesonline.org](http://www.languagesonline.org)

bbcbitesize KS3

Refer to your textbook, exercise book, grammar, vocabulary and “I can” sections of Stimmt 1 chapters 1-4.

Topics, grammar and vocabulary to revise from YEAR 8

- Home, Town and local area
- Holidays
- Food and Drink

<u>Theme 1 Home, Town and Local Area</u>	<u>Theme 1 Town and Local Area</u>	<u>RAG</u>	<u>Action</u>	<u>RAG</u>
<u>Content</u> <ul style="list-style-type: none"> <li>House, rooms, furniture.</li> <li>Places in town</li> <li>Shops</li> <li>regions and sightseeing,</li> <li>directions,</li> <li>means of transport</li> <li>last weekend in town</li> </ul>	<u>Grammar and vocabulary pages 112-115 Stimmt1</u> <ul style="list-style-type: none"> <li>Accusative case</li> <li>Dative case with prepositions</li> <li>es gibt</li> <li>man (you,one,people)</li> <li>mit +dative case</li> <li>möchten</li> </ul>			
<u>Theme 2 Holidays</u> <u>Content</u> <ul style="list-style-type: none"> <li>Past holidays</li> <li>Accommodation</li> <li>weather</li> <li>holiday activities</li> <li>good and bad holiday experiences,</li> </ul>	<u>Theme 2 Holidays</u> <u>Grammar and vocabulary pages 20-23 Stimmt 2</u> <ul style="list-style-type: none"> <li>Prepositions mit, bei, auf, in</li> <li>Perfect tense with sein and haben</li> </ul>			

<ul style="list-style-type: none"> <li>future holiday plans.</li> </ul>	<ul style="list-style-type: none"> <li>Translating present progressive and present simple into German</li> <li>Comparatives and superlatives</li> <li>Past, present and future tenses</li> <li>Adjective agreement</li> </ul>			
<u>Theme 3 Food and Drink/Health</u>  <u>Content</u> <ul style="list-style-type: none"> <li>Items of food and drink,</li> <li>meals and mealtimes</li> <li>different courses</li> <li>food preferences and opinions</li> <li>eating at home and eating out,</li> <li>reviewing a meal out.</li> <li>Cultural differences in eating habits and diets.</li> <li>Healthy routine and diet.</li> </ul>	<u>Theme 3 Food and Drink/Health</u>  <u>Grammar and vocabulary pages 68-71</u> <ul style="list-style-type: none"> <li>Separable verbs</li> <li>Modal verb revision</li> <li>Tense practice</li> <li>Forming questions</li> </ul>			

## Resources

Stimmt 1 Active Learn Chapter 5

Stimmt 2 Active Learn Chapters 1 and 3

[www.languagesonline.org](http://www.languagesonline.org)

bbcbitesize KS3

Refer to your textbook, exercise book, the grammar, vocabulary and “I can” sections of Stimmt 1 and 2

Topics, grammar and vocabulary to revise from YEAR 9

- General health
- Role models
- Clothes
- Part time work and future plans

<u>Theme 1 Pages 6 to 27</u>  <u>Role models, health, well being, achievement, clothes and fashion.</u>  <u>Content</u> <ul style="list-style-type: none"> <li>• Role models</li> <li>• parts of the body</li> <li>• illness and injuries,</li> <li>• seeking and understanding help</li> <li>• a period of illness,</li> <li>• famous sportspeople.</li> <li>• School uniform,</li> <li>• weekend and casual wear.</li> </ul>	<u>Theme 1</u>  <u>Role models, health, well being, achievement, clothes and fashion.</u>  <u>Grammar and vocabulary summary pages 22-25</u> <ul style="list-style-type: none"> <li>• Revision of tenses</li> <li>• Imperative</li> <li>• Seit + present tense vor+dative</li> <li>• Use of gerund with while eg beim tanzen</li> <li>• Irregular verb tragen</li> <li>• Adjective endings and agreements</li> </ul>	<u>RAG</u>	<u>Action</u>	<u>RAG</u>
<u>Theme 2</u>  <u>Music tastes and styles</u>  <u>pages 28 - 51</u> <ul style="list-style-type: none"> <li>• The role of music in your life</li> <li>• different types of music</li> <li>• a music festival.</li> </ul>	<u>Theme 2</u>  <u>Music tastes and styles</u>  <u>Grammar and vocabulary summary pages 44-47</u> <ul style="list-style-type: none"> <li>• Revision of subject pronouns</li> <li>• wenn clauses</li> <li>• word order</li> <li>• um...zu...</li> </ul>			
<u>Theme 3</u>  <u>Hopes and aspirations</u>  <u>pages 52 - 73</u> <ul style="list-style-type: none"> <li>• Challenging ambitions and extreme sports</li> <li>• part time work</li> <li>• holiday jobs</li> <li>• voluntary work</li> </ul>	<u>Theme 3</u>  <u>Hopes and aspirations, reflecting on the past.</u>  <u>Grammar and vocabulary summary pages 66-71</u> <ul style="list-style-type: none"> <li>• Conditional tense</li> <li>• Subjunctive to express conditional</li> <li>• Revision of future tense</li> </ul>			

<ul style="list-style-type: none"> <li>future study and job intentions.</li> </ul>				
<u>Theme 5</u> <u>Rights and responsibilities</u> <u>Pages 98-101 and 104 – 109</u> <u>Content</u> <ul style="list-style-type: none"> <li>What I can do at a certain age,</li> <li>the most important things for me, environmental issues,</li> <li>the importance of happiness.</li> <li>What's important to me</li> </ul>	<u>Theme 5</u> <u>Rights and responsibilities</u> <u>Grammar and vocabulary summary</u> <u>Pages 112-115</u> <ul style="list-style-type: none"> <li>Revision of modal verbs</li> <li>Revision of um...zu...</li> <li>Revision of weil</li> <li>Comparative and superlative</li> </ul>			

Refer to your textbook, your exercise book and the "I can" sections of Stimmt 1,2 and 3

Activelearn, klar.co.uk, languagesonline, bbc bitesize

You must be able to recognise and use past, present and future tenses.

RAG rate (highlight in red, amber, green) the topics and skills according to which ones need prioritising in your revision and which ones you are secure on. (green = secure, amber = ok, red = not secure).

## History

Revision checklist	Revised once	Revised twice	Mastered
<b>Key debate 1: was German mainly responsible for WW1?</b>			
Was Germany mainly responsible for the breakdown of European stability?			
Was Germany mainly responsible for European rivalry?			
Was Germany mainly responsible for imperial rivalry?			
How did the situation in the Balkans destabilise Europe, and was Germany in any way responsible?			
How did the alliance system lead to war, and was Germany mainly responsible?			
How far did Germany's war plans (ie the Schlieffen Plan) contribute to the outbreak of WW1?			
How did the assassination of Franz Ferdinand lead to war being triggered, and was Germany mainly responsible?			
<b>Key debate 2: were the British WW1 generals incompetent?</b>			
Why did the Schlieffen Plan fail and with what impact?			
Why did the Western Front evolve?			
What were trenches like and why were conditions in them so hard?			
How did tactics and technology evolve in WW1?			
What can we learn from the life of Walter Tull?			
Was the Battle of the Somme a disaster for the British army?			
Why did the Allies eventually win the war?			
<b>Mini debate: was the Treaty of Versailles a fair peace settlement?</b>			
What were the aims of the Big Three at the Versailles negotiation?			
How was the Treaty of Versailles negotiated?			
What was the outcome of the Treaty of Versailles?			
<b>Key debate 3: how similar to each other were the 'great dictators' of the 20<sup>th</sup> century?</b>			
How similar were the ideas of Hitlerism and Stalinism?			
How similar were the rise of Hitler and Stalin?			
How similar were the methods of control used by Hitler and Stalin?			
How similar was life for women under Hitler and Stalin?			
How similar were Hitler and Stalin's foreign policy aims?			
How similar were Hitler and Stalin's foreign policy actions?			
Why was the USSR able to defeat Germany in WW2?			

## Maths

You will be tested on everything you have learnt since starting year 9. Please see below the list of topics. You will have 2 papers one which is non-calculator and the other which is calculator.

Unit		MW	RAG
Number and Estimation	Four operations	20 19 18 17	
	BIDMAS	75	
	Calculating with negative numbers	68	
	Dividing decimals	67	
	Multiplying decimals	66	
	Rounding to nearest 10, 100 ...	31	
	Round to decimal places	32	
	Round to significant figures	90	
	Truncate to decimal places	155b	
	Truncate to significant figures	155b	
	Estimate calculations	91	
	Prime factorisation	78	
	HCF	79	
	LCM	80	
	Calculator questions	77	
Indices, standard form and surds	Squares, cube and roots	81	
	Index laws	131 82	
	Fractional indices	188	
	Negative indices	154	
	Converting standard form and calculating with standard form (add, subtract, multiply or divide)	83	
	Introduction to surds	207a	
	Surd Expressions	207b	
	Rationalising the denominator	207c	
Foundations of algebra	Substitution	95	
	Concepts and vocabulary of expressions, equations, formulae, identities and terms		
	Collect like term	33	
	Solve one and two step linear equations	135a	
	Expand single brackets	93	
	Expand and simplifying multiple set of single brackets	134a	
	Expand double brackets (including with surds)	134b	
	Expand triple brackets	178	
	Factorise single bracket	94	
Collecting & Recording Data	Capture recapture/sampling populations	152	

	Stratified Sampling	176	
Angles	Angles in triangles	121	
	Properties of triangles	122	
	Angles in quadrilaterals		
	Angles around a point	45	
	Angles on a straight line	45	
	Angles in parallel lines	120	
	Bearings	124	
	Angles in polygons (interior and exterior)	123	
	Radius and tangent meet at right angle	183	
	Angle in semicircle is 90	183	
Fractions	Simplifying Fractions	26a	
	Simplifying Fractions – mixed numbers	26b	
	Comparing Fractions	70	
	Adding and subtracting Fractions	71	
	Multiplying fractions	73	
	Dividing fractions	74	
	Algebraic Fractions	210a	
	Recurring decimals to fractions and calculating with them	177 189	
Summarising Data	Data – discrete and continuous	63	
	Averages and the Range (including combined mean)	62	
	Averages from a table	130a	
	Estimate for the mean (from grouped frequency table)	130b	
	Upper quartile and lower quartiles		
	Inter-quartile range		
	Comment on which average is the best		
	Median of grouped data		
Linear and Quadratic Equations	Solve two step linear equations	100 135a	
	Change the subject	101 136	
	Solve linear equation where variable on both sides	135	
	Solve linear equations where x in denominator	135	
	Factorise quadratics (including ac method)	157 192	
	Factorise using difference of two square	158	
	Solve quadratic by factorising first	157	
	Sketch quadratic	99	
	Form and solve quadratic	137 157	
Percentages	Introduction to percentages	40	
	Percentage of an Amount (calc)	86	



	Percentage of an Amount (non-calc)	87	
	Change to a percentage (calc)	88	
	Change to a percentage (non-calc)	89	
	Increase/Decrease by a percentage	108	
	Percentage change	109	
	Reverse percentage problems	110	
	Simple interest	111	
	Compound interest and Depreciation	164	
Representing data	Two-way tables	61	
	Frequency trees	57	
	Bar charts (including composite)	15	
	Vertical line graph	64	
	Pie Charts	128a	
	Pictograms	16	
	Stem and leaf	128b	
	Frequency polygons	65b	

For further clarification please refer to your green objective sheets in your book.

# Music

## The Exam: What to expect

The end of year exam for Music will last for 50 minutes and consist of two parts:

- Listening to four extracts of music and answering questions on musical features, styles – including Jazz and Blues – using appropriate musical terminology.
- Music theory: Identifying basic features of notation.

You will need to bring a pen, a pencil (for drawing notation) and a rubber.

## P.L.C.

Below, is a summary of the topics that you should revise. These are arranged in the order in which they were covered this year and also knowledge of Blues music which we explore in Year 8. In addition, there is core musical terminology (musical elements) and basic notational theory which was introduced in Year 7.

### **Term 1: Film**

- Understand the basic timeline of film music history and genres
- Musical features and terminology typical of film music:
  - Film 'cue', Leitmotif / Character theme, Underscore, Hit point, Pedal note
  - Typical features of a horror film score

### **Term 2: Popular Music: Rock & Pop 1950s-2000s**

- Features of 1950s Rock 'n' Roll (E.g. Rhythm and Blues)
- Key social and cultural factors and their influence on music in 1950s-1990s (E.g. Civil Rights Movement)
- The development of rock music in the 1960s -70s (E.g. Beatles)
- Musical features of Soul, Funk and Disco music
- Musical features of Punk
- Musical features of Hip Hop

### **Term 3: Music for Stage / Opera & Musical Theatre**

- Different types of musical: Book, Jukebox, Revue, Concept
- Compare & Contrast components of Opera and Musical theatre
- Focus on West Side Story - know key facts about this musical, story and musical features.

## Knowledge from Year 8:

**Note: there will be one listening extract that draws on Blues-influenced music.**

- **Remember:** Blues lyrics and song structure (AAB)
- Key musical features of Blues music:
  - 12-bar blues chord sequence
  - Blues Scale, 'blue' note
  - Instruments: (slide) guitar, harmonica, piano, vocals
  - Walking bass line

## Core theory knowledge from Year 7

- **Rhythm** Identify names and duration of notes
- **Pitch** Identify pitch on the treble clef stave
- **Orchestra** Identify the instruments and families of the orchestra
- **Periods of Music** Basic facts and dates about Baroque, Classical and Romantic periods.

- **Musical Terminology** Italian terms for Dynamics, Tempo and Articulation

Resources to support your revision:

- Your exercise book
- PowerPoints shared on your class Teams channel
- Quizlet: features of rock / pop / blues / film
- Orchestra Map - resource
- musictheory.net
- teoria : Music Theory Web

## Physics

### Six learn equations to memorise:

- $\text{velocity} = \text{displacement} / \text{time}$
- $\text{Acceleration} = \text{change in velocity} / \text{time taken}$
- $\text{Wave speed} = \text{frequency} \times \text{wavelength}$
- $\text{Power} = \text{Energy transferred} / \text{time taken}$
- $\text{Weight} = \text{mass} \times \text{gravitational field strength}$
- $\text{Pressure} = \text{Force} / \text{Surface Area}$

### Six equations will be provided in the assessment if you need it:

- $\text{Thermal energy change} = \text{mass} \times \text{specific heat capacity} \times \text{change in temperature}$
- $\text{Time Period of a wave} = 1 / \text{frequency}$
- $\text{Percentage Efficiency} = \text{useful output energy} / \text{total input energy} \times 100$
- $\text{Force} = \text{spring constant} \times \text{extension}$
- $\text{Work Done} = \text{Force} \times \text{distance}$
- $\text{Moment} = \text{Force} \times \text{distance from pivot}$

### Topics to revise:

#### Year 7 & 8 Topics

- **Forces** (Speed; Distance-time graphs; Acceleration; Relative Motion; Types of forces; Gravity, mass and weight; Resistive Forces; Equilibrium; Resultant Force; Hooke's Law; Pressure; Sinking and Floating; Turning Forces and Moments)
- **Electricity** (Building and Drawing Electric Circuits; Current, Voltage and Resistance; Series and Parallel Circuits)
- **Energy** (Energy stores & transfer pathways; Energy conservation; Efficiency & Sankey diagrams; Power and Energy Costs)
- **Waves** (Properties and behaviours of waves; Sound waves and hearing; Light waves and sight)
- **Electromagnets** (Magnetism; Electromagnetism; Uses of Magnetism and Electromagnetism)

#### Year 9 Topics

- Maths skills (Rearranging equations; converting prefixes and units e.g. converting Megajoules or kilojoules to Joules)
- Waves (Properties of waves; Wave Equation; GCSE Required practical: measuring wavespeed of water ripples and waves on a string; Electromagnetic waves; Uses and Hazards of Electromagnetic Waves)
- Space (The Solar System, Orbits & Seasons, Stars)
- Motion (Scalars and Vectors; distance and displacement-time graphs; velocity-time graphs; acceleration)
- Energy (Energy stores & transfers; Efficiency; Power; Specific Heat Capacity; GCSE Required Practical: Specific Heat Capacity)
- Electricity (Circuit properties; Current, Voltage and Resistance; Resistance and Length; Electrical Power)

**Equipment to bring for your physics assessment:**

- Pen, pencil, ruler, calculator

**Revision resources:**

- Key stage 3 physics padlet: [SHSG Key Stage 3 Physics Padlet](#)
- Key stage 3 physics bitesize: [KS3 Physics - BBC Bitesize](#)
- Key Stage 3 cyberphysics: [A Cyberphysics Page](#)

**Revision methods: One hour of revision on a physics topic could include:**

- 10 minutes of preparation (e.g. Using mind-maps/Seneca tutorial/Bitesize)
- 20 minutes of working through assessment-style questions
- 5-minute break
- 15 minutes marking questions and identifying areas for further revision
- 10 minutes on follow-up tasks (e.g. making and using flash-cards or similar recall activities)

## **RS**

Topics to revise:

### **Year 7 Work**

- The Existence of God
- Fact, Belief, and Opinion
- The visual summary
- Christianity
- The Hunger Cloth as a summary of Christian belief
- Islam
- Hajj diagram

### **Year 8 Work**

- Sikhism
- Taking Amrit flow chart
- The ten Guru's timeline
- Rites of Passage
- Different ways to compare rites

### **Year 9 Work**

- Buddhism
- The Wheel of Life
- Problem of evil
- Algorithm of the problem
- Application of solutions to a modern issue

### **Think About:**

How do we best communicate complex ideas?

## Spanish

There will be a listening test, a reading and writing test, and a translation both ways.

Topics to revise:

Content from Year 7, 8 and 9 as detailed in the following table.

Vocabulary lists are available on [quizlet.com](https://quizlet.com). Students have access to vocabulary booklets, Viva 3 and all resources on OneNote.

### Module 1 – Somos así

			RAG	ACTIONS
1	Cosas que me chiflan	<ul style="list-style-type: none"><li>Talking about things you like</li><li>Using Irregular verbs in the present tense</li><li>Using <i>gustar</i> with nouns in the present tense</li><li>Learning frequency phrases</li></ul>		
2	Mi semana	<ul style="list-style-type: none"><li>Talking about your week</li><li>Using regular verbs in the present tense</li><li>Understanding stem-changing verbs</li></ul>		
3	Cartelera de cine	<ul style="list-style-type: none"><li>Talking about types of films</li><li>Using the near future tense</li></ul>		
4	Un cumpleaños muy especial	<ul style="list-style-type: none"><li>Talking about birthday celebrations</li><li>Using the preterite (past) tense</li><li>Expressing opinion in the past tense</li></ul>		
5	Los famosos	<ul style="list-style-type: none"><li>Talking about life as a celebrity</li><li>Using three tenses together</li></ul>		

## Module 2 – ¡Oriéntate!

			RAG	ACTIONS
1	Hotel Catástrofe	<ul style="list-style-type: none"><li>• Saying what you have to do at work</li><li>• Describing a boss/customers</li><li>• Using <i>tener que</i></li></ul>		
2	¿En qué te gustaría trabajar?	<ul style="list-style-type: none"><li>• Saying what job you would like to do and why</li><li>• Saying what your personal qualities are</li><li>• Understanding job adverts</li><li>• Using correct adjective agreement</li></ul>		
3	¿Cómo va a ser tu futuro?	<ul style="list-style-type: none"><li>• Talking about your future</li><li>• More practice with the near future</li></ul>		
4	¿Cómo es un día típico?	<ul style="list-style-type: none"><li>• Describing your job and routine in detail</li><li>• Using three tenses</li></ul>		

## Module 3 – En forma

			RAG	ACTIONS
1	¿Llevas una dieta sana?	<ul style="list-style-type: none"><li>• Talking about diet</li><li>• Using direct object pronouns</li><li>• Using frequency phrases</li><li>• Using the present and preterite tenses</li></ul>		
2	¡Preparados, listos, ya!	<ul style="list-style-type: none"><li>• Talking about an active lifestyle</li></ul>		



		<ul style="list-style-type: none"> <li>Using stem-changing verbs</li> <li>Using two tenses together (present and past)</li> </ul>		
3/4	¿Cuál es tu rutina diaria?	<ul style="list-style-type: none"> <li>Talking about your daily routine</li> <li>Using reflexive verbs</li> <li>Saying at what time you do things</li> </ul>		
5	¡Me duele todo!	<ul style="list-style-type: none"> <li>Talking about ailments</li> <li>Recognising parts of the body</li> <li>Using different verbs to describe illnesses</li> <li>Using 3 tenses</li> </ul>		

#### Me, family and friends

		RAG	ACTIONS
¿Cómo es tu familia?	<ul style="list-style-type: none"> <li>Identifying family members and friends</li> <li>Using Tener and Ser</li> <li>Describing people physically and their personality</li> </ul>		
Hablando de parejas	<ul style="list-style-type: none"> <li>Saying who you do and do not get on with and why</li> <li>Using possessive adjectives</li> </ul>		

#### Module 4 – Jóvenes en acción

			RAG	ACTIONS
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1	Mis derechos	<ul style="list-style-type: none"> <li>Talking about children's rights</li> <li>Using the verb <i>poder</i> to say what someone can and cannot do</li> </ul>		
2	El comercio justo	<ul style="list-style-type: none"> <li>Talking about fair trade</li> <li>Expressing your point of view</li> </ul>		
3	Reciclamos	<ul style="list-style-type: none"> <li>Talking about environmental issues at home and at school</li> <li>Using all persons of verbs</li> <li>Using <i>se debería</i> to say what you should do</li> </ul>		
4	Mi ciudad	<ul style="list-style-type: none"> <li>Talking about how a town has changed</li> <li>Using the imperfect tense</li> <li>Understanding the present and past tenses together</li> <li>Understanding the immediate future</li> </ul>		
5	Queremos recaudar fondos	<ul style="list-style-type: none"> <li>Writing about raising money for charity</li> <li>Using 3 tenses together</li> </ul>		
6	Solidarios	<ul style="list-style-type: none"> <li>Reading about world issues</li> </ul>		

RAG rate (highlight in red, amber, green) the topics and skills according to which ones need prioritising in your revision and which ones you are secure on. (green = secure, amber = ok, red = not secure).