

# Year 9



# Revision Guide 2026

# About this booklet



This booklet has been made to help you get ready for your End of Year Assessments.

These assessments are important as all assessments are. The assessments are not made to catch you out but rather to give you the opportunity to show off everything that you have learnt throughout this year.

Below you will find everything you need that will support you in making this assessment period a positive experience.

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# How to prepare an effective environment for revising



## TOP TIPS

- Find a place which is quiet and airy so you can concentrate properly.
- Have a bottle of water
- Have all equipment ready
- Have textbooks, revision guides, school exercise books and access to internet for online resources
- Place your phone in a different room when revising
- TV will be distracting, so switch this off during your revision



# How to manage your time effectively



## **When should I start revising?**

Revision can be done at any time throughout the year. Whenever you learn something new at school, or especially if you find something difficult, it is good to read through your notes again; then to test yourself to see whether you remember the information.

Most pupils like to start preparing for their Summer assessments a few weeks before they take place.

Assessment timetables and details of what to revise for the Summer assessments are in this booklet, but will also be on the school website just before the Easter holidays. Many subjects will do some revision in lessons prior to the assessment but it is important to do your own revision as well.

## **How much time should I spend revising?**

You will probably want to spend more time on subjects you find more difficult. 1-2 hours per evening in the build-up to assessments is recommended though the amount will vary from subject to subject. Follow your teachers' advice.

## **Do I need a revision schedule?**

It is a good idea to plan a revision schedule to ensure you are ready for each assessment. You are likely to be better prepared if you plan ahead and don't leave your revision until the last minute.

Some pupils will put a copy of their revision schedule on their bedroom wall. Whilst it is important to do plenty of revision you can't revise the whole time so don't forget to schedule in breaks or fun activities as well! Once you have made a revision schedule try to keep to it as best you can.

The next couple of pages are revision schedule templates that you can use to organise yourself.

**School Week Revision timetable template:**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4 pm							
4.30 pm							
5 pm							
5.30 pm							
6 pm							
6.30 pm							

**Holiday Revision timetable template:**

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.00am							
9.00am							
10.00am							
11.00am							
12.00pm							
1.00pm							
2.00pm							
3.00pm							
4.00pm							
5.00pm							
6.00pm							
7.00pm							
8.00pm							
9.00pm							



continued...



## Use memory techniques

A variety of memory techniques can be used such as

- *Making up rhymes/songs*  
e.g to learn the formula for the area and circumference of a circle use this::

Cherry Pie delicious, Apple Pies are too  
 $C = \pi d$  ,  $A = \pi r^2$

- *Mnemonics*  
e.g. to memorise the names of the planets, use the planetary mnemonic:

### **My Very Excellent Mother Just Served Us Noodles**

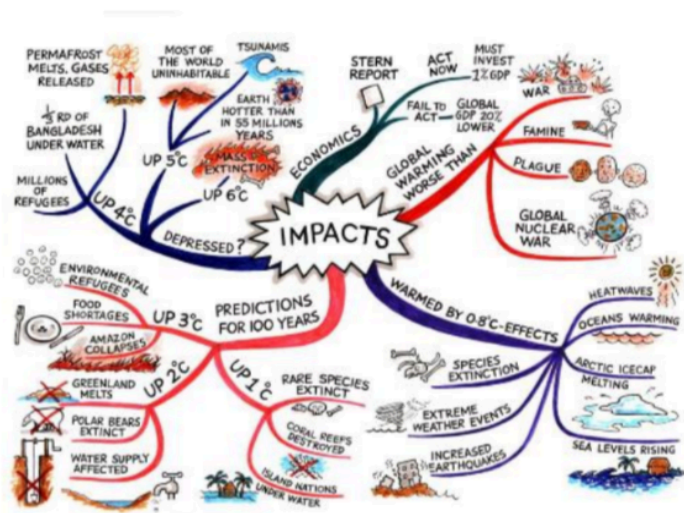
where each of the initial letters matches the name of the planets in our solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune).

- *Look, Cover, Write and Check*  
This is a really good method for learning spellings, facts and rules.
- *Invent a memory game with a friend or sibling*
- *Draw pictures that help you remember things or make associations between a picture or image and a topic or fact you need to learn.*

## Draw mind maps

Mind maps (sometimes called flow diagrams or spider diagrams) are a great way to summarise information you have read, your ideas or what you have learnt. They can also be used to test what you can remember and can be applied to any subject.

Example::



*continued...*



### **Reading Around**

Reinforce your knowledge by reading different textbooks and revision guides or using other websites with the same content as the topics you are learning/revising. Your teachers may suggest good resources to use.

### **Get Tested**

Write down all you can remember about the topics you have been revising. Do this several times on different days just to make sure you can still recall the information.

You can also ask your parents or older siblings to test you. Alternatively you could explain what you have learnt to a friend.

### **Do practice questions**

Some subjects will provide revision sheets with practice questions. Revision guides and revision websites often include practice questions too. You can also make up your own practice questions to answer or ask a parent to do so for you.

### **Hint:**

Use techniques that you have found effective in the past. Different people learn best (and revise best) in different ways.

Over time you will find out which ways are most effective for you!

# Assessment day



## Assessment day (night before) checklist

To do	✓ if done
Get a good night's sleep	
Pack your bag with the correct equipment	
Check the time of your exam so there are no last minute surprises	
Eat a healthy breakfast	
Have plenty to drink (water is best)	
Leave home in plenty of time so you are not rushed and are as calm as possible	
Read through any revision notes, revision cards and mind maps you have made the night before the exam or in the morning	

## What to do during an assessment

- ❖ Try to relax and not to worry
- ❖ Read the instructions on the front of the exam paper
- ❖ Read the questions carefully
- ❖ Highlight any key words/command words to help you understand the question
- ❖ Complete all the questions you are asked to
- ❖ Keep an eye on the clock – don't spend all your time on one question and then run out of time to answer others
- ❖ If you get stuck, move on to the next question and come back to it later
- ❖ Leave time at the end to check through your answers carefully
- ❖ If you are really unsure what the question is asking you then have a guess. You might be right. You won't get any marks if you leave a question blank!

Click [HERE](#) for your End Of Year Assessment Timetable



# Subject Revision Lists



## **Art**

### **Contact information:**

Ms Cotton: [scotton@hollyfield.kingston.sch.uk](mailto:scotton@hollyfield.kingston.sch.uk)

### **What to revise:**

You are not required to revise for your Art exam as you will be tested on your drawing skills. Please ensure you have all the correct equipment for your exam: pencil, rubber, sharpener, ruler.

## **Computing**

### **Contact information:**

Ms Assam: [sassam@hollyfield.kingston.sch.uk](mailto:sassam@hollyfield.kingston.sch.uk)

### **Topics to revise:**

#### **Data Representation:**

- Binary representation
- Hex & Binary conversions
- Sound Representation
- Image Representation
- ASCII Character Sets

#### **Artificial Intelligence:**

- Ethics
- Machine Learning
- Image Recognition
- What is AI?
- Neural Networks
- Turing Test

### Python - Next Steps:

- Basic functions
- Reading and Writing Code
- Error Detection
- Loops
- Lists
- Procedures & Functions

### eSafety:

- Sexting
- Keeping our Data Safe

### **Revision Resources:**

- Google Classroom
- BBC Bitesize - <https://www.bbc.com/bitesize/subjects/zvc9q6f?authuser=0>
- Advanced ICT - <https://www.advanced-ict.info/theory/NC/index.html?authuser=0>
- Hour Of Code - <https://hourofcode.com/uk/learn?authuser=0>
- Seneca - <https://app.senecalearning.com/classroom/course/b89946c5-cfe7-42d6-ae51-9b4631a07589/session/59c7511b-96c6-4df5-9463-d1e2c04d582b/session?authuser=0>
- Bebras - [https://www.bebras.uk/index.php?action=user\\_competitions&authuser=0](https://www.bebras.uk/index.php?action=user_competitions&authuser=0)
- Snakify - <https://snakify.org/teacher/>
- Codecademy - <https://www.codecademy.com/>
- SoloLearn - <https://www.sololearn.com/en/>

## **Drama**

### **Contact information:**

Ms O'Shea: [moshea@hollyfield.kingston.sch.uk](mailto:moshea@hollyfield.kingston.sch.uk)

The KS3 paper will consist of an assessed practical workshop in class. Your teacher will give you a performance task to prepare and share in groups. You will be assessed on your ideas and development, as well as your performance. You will also be asked to reflect on your own and other people's performance work.

### **Topics to Revise:**

The [KS3 Drama Glossary](#) has lots of great key terms and phrases on it. You might be able to use some of these in class when talking about performance work.

## **DT**

### **Contact information:**

Ms Tunstead: [ltunstead@hollyfield.kingston.sch.uk](mailto:ltunstead@hollyfield.kingston.sch.uk)

### **What to revise:**

Design and Technology students will be completing a design task. Students might practise their drawing and shading skills in preparation for the assessment.

## **English**

### **Contact information:**

- Mr Mirhashem - [amirhashem@hollyfield.kingston.sch.uk](mailto:amirhashem@hollyfield.kingston.sch.uk)
- Mr Vafidis- [cvafidis@hollyfield.kingston.sch.uk](mailto:cvafidis@hollyfield.kingston.sch.uk)

### **Exam board and link to the spec:** AQA

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

### **Topics to revise:**

An Inspector Calls

### **Where can I go for support for the assessment? (key revision material/revision guides)**

Google Classroom

Tassomai

GCSEpod and youtube (Mr Bruff, Mr Salles, Rachel Rey)

Sparknotes and BBC Bitesize

CGP Revision guides.

### **What can the student do to prepare for the assessments?**

- Ask their teacher for some 1-1 support with understanding the text, how to approach an exam or how to craft an answer.
- Plan and/or complete practise questions available on google classroom
- Quote explosions - consider specific quotes from the texts, their implications and interpretations, analysis etc
- Practise analytical paragraph writing - including context, links to the rest of the texts and author's intentions
- Look back over previous assessments and redraft sections for improvement

	Characters	Themes	Context	Plot	Writer's Craft
<b>What you need to know for An Inspector Calls</b>	<ul style="list-style-type: none"> <li>Who they are</li> <li>What they do and when they appear in the play</li> <li>What their purpose is in the story/what they represent</li> <li>Why Priestley chose to present them in this way/the effect it has on us (the audience)</li> <li>How this character links to central themes/messages</li> <li>At least 5 key quotes to support your understanding of this character, fully annotated</li> </ul>	<p>For each theme:</p> <ul style="list-style-type: none"> <li>Where do we see them in the play</li> <li>Which characters or ideas link to that theme and why</li> <li>Priestley's intention and message about that theme</li> <li>How the context affects his reasoning for that theme</li> <li>The effect the theme has on the audience</li> </ul>	<ul style="list-style-type: none"> <li>How does this appear in the play</li> <li>What effect does it have upon the characters</li> <li>What was Priestley's opinion on this</li> <li>Why did this aspect affect Priestley so much</li> </ul>	<ul style="list-style-type: none"> <li>What happens</li> <li>Which event is revealed at which point</li> <li>Why Priestley chose to structure his writing in this way</li> <li>How the characters or themes evolve over the course of the play</li> </ul>	<ul style="list-style-type: none"> <li>Why is it used</li> <li>What effect does it have on the structure or layout of the text</li> <li>How does it develop the central message or idea</li> </ul>

**What should I include in my analytical paragraph(s)?**

- Main Point (topic sentence)
- Evidence
- Analysis (pick out key language techniques, define them, talk about effect)
- Link back to the question!
- Effect on the audience and how it is shaped by the context of the play
- Writer's intention and how it is shaped by the context of the play

# French

## Contact information:

- Ms Opie - [aopie@hollyfield.kingston.sch.uk](mailto:aopie@hollyfield.kingston.sch.uk)
- Ms Belben - [ebelben@hollyfield.kingston.sch.uk](mailto:ebelben@hollyfield.kingston.sch.uk)

## The paper will consist of:

- Listening
- Reading
- Translation to English
- Writing

## Topics to Revise:

I can	Topics
	<b>Le meilleur des mondes - Environment</b> <ul style="list-style-type: none"><li>- Talk about what people eat and drink</li><li>- Give opinions on meals</li><li>- Talk about (not) eating meat</li><li>- Talk about animals</li><li>- Say what we must do to protect animals</li><li>- Talk about plastic and the environment</li><li>- Talk about what I would like to do to change the world</li><li>- Use the present tense</li><li>- Use the comparative</li><li>- Use negative expressions</li><li>- Use the superlative</li><li>- Use the conditional tense <i>j'aimerais / je voudrais - I would like + infinitive</i></li></ul>
	<b>Projets d'avenir - Future Plans</b> <ul style="list-style-type: none"><li>- Say what people can do to earn money</li><li>- Say what I must do to earn money</li><li>- Say what I do with my money</li><li>- Say what jobs people do</li><li>- Talk about what job I want to do and why</li><li>- Say what I want to do at 16</li><li>- Talk about what I am going to do in the future</li><li>- Talk about how things will be like in the future</li><li>- Say what I did yesterday</li><li>- Say what I did not do</li><li>- Talk about different ways to earn money</li><li>- Use the verb <i>pouvoir - can + infinitive</i></li><li>- Use the verb <i>devoir - to have to + infinitive</i></li><li>- Use the verb <i>vouloir - to want + infinitive</i></li><li>- Use the near future</li><li>- Use <i>ce sera - it will be</i> and <i>il y aura - there will be</i></li><li>- Use the perfect tense</li><li>-</li></ul>

	<p><b>Bien dans sa peau - Healthy living</b></p> <ul style="list-style-type: none"> <li>- Name the parts of the body</li> <li>- React if someone is injured</li> <li>- Talk about someone's sporting routine</li> <li>- Give my opinion on sport</li> <li>- Talk about healthy eating</li> <li>- Ask what someone's resolutions are to stay healthy</li> <li>- Say what I will do to get fit</li> <li>- Talk about getting fit</li> <li>- Use the present tense</li> <li>- Use <i>il faut</i> - <i>you must</i> + infinitive</li> <li>- Use <i>depuis</i> - <i>since</i></li> <li>- Use the near future</li> <li>- Use negative structures</li> </ul>
	<p><b>Le monde francophone - French speaking world</b></p> <ul style="list-style-type: none"> <li>- Talk about countries you would like to visit</li> <li>- Describing impressive places</li> <li>- Talking about holidays activities</li> <li>- Talking about a past trip</li> <li>- Use the conditional of <i>vouloir</i> - <i>to want</i></li> <li>- Use verbs with the infinitive</li> <li>- Use comparative</li> <li>- Use the perfect tense</li> <li>- Use the imperfect tense</li> </ul>

Websites useful for revision:

- Quizlet
  - [Le meilleur des mondes](#)
  - [Projets d'avenir](#)
  - [Bien dans sa peau](#)
  - [Le monde francophone](#)
- Google Classroom to find vocabulary lists

# Geography

## Contact information:

Mr Jones ([bjones@hollyfield.kingston.sch.uk](mailto:bjones@hollyfield.kingston.sch.uk))

## PERSONAL LEARNING CHECKLIST: GEOGRAPHY Changing World

ASSESSMENT CATEGORY	SUB-TOPIC	LESSON	STUDENT'S CONFIDENCE
1	To understand some of the evidence for climate change		
1	To consider why we need to take action against climate change		
2	To explain the concept of global warming		
2	To explain the greenhouse effect		
3	To identify the physical causes of climate change		
3	To explain the physical causes of climate change		
4	To identify the human causes of climate change		
4	To explain the human causes of climate change		
5	To analyse the impacts of climate change		
5	To identify the impacts of climate change on Kiribati		
6	To identify impacts of climate change around the world		
6	To present information on climate change case studies		
7	To understand ways to reduce climate change		
8	To consider how climate impacts the weather		
9	To understand the role the UN plays in combating climate change		
10	To explain different future climate change scenarios		

# History

## Contact information:

Miss Lowery( [rlowery@hollyfield.kingston.sch.uk](mailto:rlowery@hollyfield.kingston.sch.uk) )

### KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>Women and the Suffragettes</u></p> <ul style="list-style-type: none"> <li>• The role of women at the start of the Twentieth Century</li> <li>• The aims, methods and successes of the Suffragettes (WSPU) and the Suffragists (NUWSS)</li> <li>• The death of Emily Davison</li> <li>• How and why women got the vote in 1919</li> </ul>	<p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <p><a href="#">Webpage</a> on the position of women in 1900</p> <p><a href="#">BBC bitesize site</a> with 2 learner guides - on the fight for the vote for women, and how the vote was won.</p> <p><a href="#">TV timelines clip</a> covering the key groups and events that led to the vote.</p> <p><a href="#">BBC Teach clip</a> on how the vote for women was won.</p> <p><a href="#">Channel 4 clip</a> - the debate on whether violent protest actually helped win the vote.</p>	<p>Your assessment will consist of:</p> <ul style="list-style-type: none"> <li>-some short fact-based questions</li> <li>-an analysis of primary sources.</li> </ul> <p>You will be assessed on your factual knowledge/recall and your ability to analyse, evaluate and make judgements about primary sources and how useful they are in relation to an enquiry.</p> <p>Use the advice from the <a href="#">preparation lesson</a> you did with your history teacher – you can look at the PowerPoint again at home which has all the key guidance and examples.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none"> <li>-Working towards expected standard</li> <li>-working at expected standard</li> <li>-greater depth.</li> </ul>
<p><u>Advice on how to revise:</u></p> <ul style="list-style-type: none"> <li>-make a chart on the different campaigning groups (Suffragettes, Suffragists) with details of their leaders, aims, methods.</li> <li>-make a mindmap of examples of different Suffragette tactics. You could highlight how their tactics became more violent after 1911.</li> <li>-make notes/table on the key factors that helped women get the vote: women’s campaigns; WWI; political factors</li> <li>-go over how to use the CRAC structure to evaluate primary sources.</li> </ul>		

## Year Nine History End of Year exam/Summer 1 assessment (women and the vote)

<b>Topic:</b> Twentieth Century World/Suffragettes	<b>Learning Objective:</b> demonstrate precise historical knowledge; make and support a judgement; show precise historical knowledge
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	Key skills and assessment criteria	Suggested content/examples <i>(other relevant content will be credited)</i>
<b>Greater depth</b>	<p>-shows precise, accurate and wider ranging knowledge and understanding throughout the questions</p> <p><u>For source analysis:</u></p> <p>-valid and well supported inferences are given - inferences may be more complex</p> <p>-Gives well supported comments on the usefulness of A and B based on both content and origin of the sources with developed explanations</p> <p>Will use precise and well chosen own knowledge of the topic effectively to support comments.</p>	<p>-more complex inferences e.g. Source A suggests the violent attack was premeditated and planned beforehand as she went into the gallery armed with a meat cleaver.</p> <p>- Source B suggests that the Suffragettes were innocent victims who were being tortured by the prison officers. It is from a Suffragette magazine so it would want to portray the women campaigners as victims to elicit sympathy from the reader, as its aim was to get more support for the votes for women campaign. This does not make it useless though as we do know that hunger strikes took place, and the government was forced to pass the Cat and Mouse Act to prevent the strikers dying.</p>
<b>Working at expected standard</b>	<p>-the answer demonstrates good and largely accurate knowledge on several aspects of the topic. It may lack breadth and depth overall.</p> <p><u>-For source analysis:</u></p> <p>-Is able to select relevant details from the sources which are used to back up valid inferences.</p> <p>-makes valid comments about usefulness based on provenance and content with some development and explanation but this may be limited or partial. Some knowledge of the topic used to back up comments</p>	<p>-Source A show the Suffragettes used violent tactics as they went into the gallery and smashed up a painting The Rokeby Venus with a chopper.\</p> <p>-Source C suggests the PM did not approve of the Suffragette actions as he called them blackmailers. He might be biased as he was a victim of their bomb attack so he would not approve of their actions.</p>
<b>Working towards expected standard</b>	<p>-demonstrates some valid knowledge on the topic of women although this may be generalist and contain some inaccuracies in places.</p> <p><u>For source analysis:</u></p> <p>-describes what sources are in simple terms e.g. paraphrasing/describing sections and may make simple inferences which are not supported</p> <p>-may say they are useful/not useful based on simple comment about content of source or simple comments on provenance</p>	<p>-Source A shows how violent the Suffragettes were to get their point across.</p> <p>-Source B shows how the Suffragettes went on hunger strike to get their point across and the prison officers are force feeding them.</p>

## Maths

Set 1 and 2 should revise all topics including yellow highlighted  
Set 3 and 4 **DO NOT** need to know highlighted topics

**Length of assessment:** 1.5 Hours

**Equipment you will need:** Pen, pencil, ruler, protractor, compass, Scientific calculator

### Contact information:

Ms Emerton (Head of Maths) - [kemerton@hollyfield.kingston.sch.uk](mailto:kemerton@hollyfield.kingston.sch.uk)

Ms Kundi (KS3 Maths Coordinator) - [gkundi@hollyfield.kingston.sch.uk](mailto:gkundi@hollyfield.kingston.sch.uk)

### Topics to revise:

Block	Sparx	Topic video	Worksheet	Answers
	M932	<a href="#">Drawing straight line graphs</a>	<a href="#">Drawing graphs</a>	<a href="#">Answers</a>
	M888	<a href="#">Gradient</a>	<a href="#">Gradient</a>	<a href="#">Answers</a>
Solving equations and inequalities	M795,M531, M949	<a href="#">Collecting like terms</a>	<a href="#">Collecting like terms</a>	<a href="#">Answers</a>
	M237	<a href="#">Expanding brackets</a>	<a href="#">Expanding brackets</a>	<a href="#">Answers</a>
	M960	<a href="#">Expanding double brackets</a>	<a href="#">Double brackets</a>	<a href="#">Answers</a>
	M707	<a href="#">Solving one step equations</a>	<a href="#">Solving equations</a>	<a href="#">Answers</a>
	M634, M647, M902	<a href="#">Solving 2 step equations</a>	<a href="#">Solving equations</a>	<a href="#">Answers</a>
	M554	<a href="#">Solving equations – unknowns on both sides</a>	<a href="#">Unknowns on both sides</a>	<a href="#">Answers</a>
	M100	<a href="#">Factorising</a>	<a href="#">Factorising</a>	<a href="#">Answers</a>
	M184	<a href="#">Changing the subject of a formula</a>	<a href="#">Changing the subject</a>	<a href="#">Answers</a>
3D shapes	M276	<a href="#">2D shapes</a>	<a href="#">2D shapes</a>	<a href="#">Answers</a>
	M767	<a href="#">Properties of 3D shapes</a>	<a href="#">Properties of 3D shapes</a>	<a href="#">Answers</a>
	M610	<a href="#">Area of triangles</a>	<a href="#">Area of a triangle</a>	<a href="#">Answers</a>
	M390	<a href="#">Area of rectangles</a>	<a href="#">Area of a rectangle</a>	<a href="#">Answers</a>

	M269, M996	<a href="#">Area of compound shapes</a>	<a href="#">Compound shapes</a>	<a href="#">Answers</a>
	M765	<a href="#">Volume of cuboids</a>	<a href="#">Volume of cuboids</a>	<a href="#">Answers</a>
	M936	<a href="#">Surface area of a cylinder</a>	<a href="#">Surface area of a cylinder</a>	<a href="#">Answers</a>
		<a href="#">Surface area of a sphere</a>	<a href="#">Surface area of a sphere</a>	<a href="#">Answers</a>
		<a href="#">Volume of a sphere</a>	<a href="#">Volume of a sphere</a>	<a href="#">Answers</a>
	M780	<a href="#">Measuring Angles</a>	<a href="#">Measuring Angles</a>	<a href="#">Answers</a>
		<a href="#">Measuring lines</a>	<a href="#">Measuring lines</a>	<a href="#">Answers</a>
		Drawing circles		
	M565	<a href="#">Constructing ASA triangles</a>	<a href="#">Constructing triangles</a>	<a href="#">Answers</a>
		<a href="#">Constructing SAS triangles</a>		
		<a href="#">Constructing SSS triangles</a>		
	M253	<a href="#">Loci</a>	<a href="#">Loci</a>	<a href="#">Answers</a>
Numbers	M106	<a href="#">Negatives: Addition/Subtraction</a>	<a href="#">Negatives: Addition/Subtraction</a>	<a href="#">Answers</a>
	M288	<a href="#">Negatives: Multiplication and division</a>	<a href="#">Negatives: Multiplication and division</a>	<a href="#">Answers</a>
	M491	<a href="#">Dividing Decimals by Integers</a>  <a href="#">Dividing Decimals by Decimals</a>	<a href="#">Dividing Decimals</a>	<a href="#">Answers</a>
	M322	<a href="#">Factors, multiples, Prime</a>	<a href="#">Factors , multiples , Primes</a>	<a href="#">Answers</a>
	M698	<a href="#">Highest Common Factors</a>	<a href="#">Highest Common Factors</a>	<a href="#">Answers</a>
	M227	<a href="#">Lowest Common Multiples</a>	<a href="#">Lowest Common Multiples</a>	<a href="#">Answers</a>
	M719	<a href="#">Standard form</a>	<a href="#">Standard form</a>	<a href="#">Answers</a>
	M835	<a href="#">Adding fractions</a>	<a href="#">Adding fractions</a>	<a href="#">Answers</a>
	M157	<a href="#">Fractions: Multiplication</a>	<a href="#">Fractions: Multiplication</a>	<a href="#">Answers</a>
	M110	<a href="#">Fractions: Division</a>	<a href="#">Fractions: Division</a>	<a href="#">Answers</a>

	M601	<a href="#">Improper Fractions to Mixed Numbers</a> <a href="#">Mixed Numbers to Improper Fractions</a>	<a href="#">Improper Fractions and Mixed Numbers</a>	<a href="#">Answers</a>
Percentages	M264	<a href="#">Fraction, Decimal, Percentage Equivalence</a>	<a href="#">Fraction, Decimal, Percentage Equivalence</a>	<a href="#">Answers</a>
	M437	<a href="#">Percentages of an Amount (Non-Calculator)</a>	<a href="#">Percentages of an Amount (Non-Calculator)</a>	<a href="#">Answers</a>
	M476	<a href="#">Percentage Increase/Decrease</a>	<a href="#">Percentage Increase/Decrease</a>	<a href="#">Answers</a>
	M528	<a href="#">Reverse Percentages</a>	<a href="#">Reverse Percentages</a>	<a href="#">Answers</a>
	U332	<a href="#">Compound interest</a>	<a href="#">Compound interest</a>	<a href="#">Answers</a>
	M478	<a href="#">Recipes</a>	<a href="#">Recipes</a>	<a href="#">Answers</a>
		<a href="#">Wages and Taxes</a>	<a href="#">Wages and Taxes</a>	<a href="#">Answers</a>
	M681	<a href="#">Best Buy</a>	<a href="#">Best Buy</a>	<a href="#">Answers</a>
Angles	M502, M818, M163	<a href="#">Angles on a Straight Line</a> <a href="#">Angles around a Point</a> <a href="#">Vertically Opposite Angles</a>	<a href="#">Angles around a Point &amp; Straight Line</a>	<a href="#">Answers</a>
	M351	<a href="#">Angles in Triangles</a>	<a href="#">Measuring Angles</a>	<a href="#">Answers</a>
	M679	<a href="#">Angles in Quadrilaterals</a>	<a href="#">Angles in Quadrilaterals</a>	<a href="#">Answers</a>
	M606	<a href="#">Angles in Parallel Lines</a>	<a href="#">Angles in Parallel Lines</a>	<a href="#">Answers</a>
Rotation and translation	M910	<a href="#">Rotation</a>	<a href="#">Rotations</a>	<a href="#">Answers</a>
	M139	<a href="#">Translations</a>	<a href="#">Translations</a>	<a href="#">Answers</a>
	M290	<a href="#">Reflection</a>	<a href="#">Reflection</a>	<a href="#">Answers</a>
Pythagoras	M677, M147	<a href="#">Pythagoras</a>	<a href="#">Pythagoras</a>	<a href="#">Answers</a>
Enlargement and similarity	M178	<a href="#">Enlarging shapes</a>	<a href="#">Enlarging shapes</a>	<a href="#">Answers</a>
	<a href="#">U519</a>	<a href="#">Enlarging shapes by positive scale factor</a>	<a href="#">Enlarging shapes by positive scale factor</a>	<a href="#">Answers</a>
	<a href="#">U134</a>	<a href="#">Enlarging shapes by a negative scale factor</a>	<a href="#">Enlarging shapes by a negative scale factor</a>	<a href="#">Answers</a>

# **Music**

## **Contact information:**

Ms Neville: [sneville@hollyfield.kingston.sch.uk](mailto:sneville@hollyfield.kingston.sch.uk)

## **Revise Key Elements:**

Dynamics, Melody, Rhythm, Tempo, Texture, Instruments, Harmony, Tonality

Complete 'Focus on Sound' tests on Key Elements: SOUND WORDS - BASICS - 1. Pitch, Speed & Volume

## **Revise Keyboard notes:**

<https://www.musicca.com/piano>

## **Revise Rhythms, Signs & Dynamics**

'Focus on Sound' - Basic Theory - left hand list: Note length and Rests, Dynamics and Signs, Articulation and Time Signatures (green ones only).

## **Revise chord sequences and how to play triads**

Resources on Google Classroom.

# **RE**

## **Contact information:**

Mr Harris: [jharris@hollyfield.kingston.sch.uk](mailto:jharris@hollyfield.kingston.sch.uk)

## **The paper will consist of:**

1 mark multiple choice question

2 mark short question

4 mark explanation question

5 mark short explanation question that requires you to explain 2 contrasting points and use a quotation (religious evidence) to back up one of the explained points.

You will be assessed on your ability to:

- explain two different responses to a question.
- use evidence to back up your ideas.
- extend your reasoning so as to develop a thoughtful response.
- arrive at a conclusion.

*You will have a preparation lesson in class beforehand.*

## **Topics to Revise:**

### **Muslim Beliefs:**

- The Life of the Prophet Muhammad (pbuh)
- Why Islam split into Sunni and Shia groups
- The 6 Articles of Faith and the 5 Roots
- Malaikah
- Holy Books
- Al-Qadr (Predestination)

Assessment Criteria	How many marks should I give?
5 Mark Exam Question	
One brief point without a reason why	1 mark
One developed point with a reason why (have they said because)	2 mark
Two brief points without a reason why	2 mark
One brief point <b>and</b> one developed point (have they said because)	3 mark
Two developed points (have they said because for both points)	4 mark
A specific reference to a source of scripture and authority. <b><i>In the Bible/Quran it says...</i></b>	This adds 1 mark to their answer

## **Websites/links useful for revision:**

The best place to start your revision is with your exercise book. All the PowerPoint slides with the discussions and key terms will be on the following link:

[https://drive.google.com/drive/u/0/folders/1V1BNda9CJ7M611hSnExCLYr\\_xe-Y4egi](https://drive.google.com/drive/u/0/folders/1V1BNda9CJ7M611hSnExCLYr_xe-Y4egi)

You may also find the following website useful.

<https://www.bbc.co.uk/bitesize/guides/zdxdqhv/revision/1>

# Science

## Contact information:

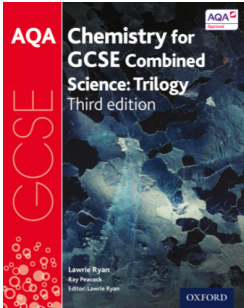
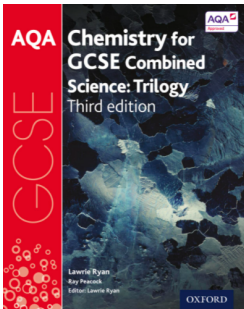
Ms Al-Obaidi - [yal-obaidi@hollyfield.kingston.sch.uk](mailto:yal-obaidi@hollyfield.kingston.sch.uk)

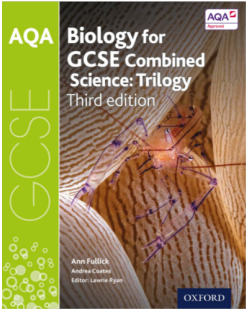
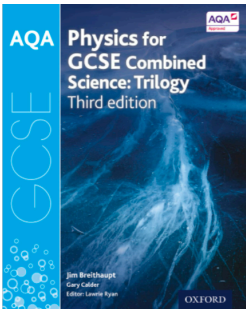
**Length of assessment:** 1 Hour 30 min

## Equipment you will need:

- Black pens
- Pencils
- Rubber
- Ruler
- Calculator

Below are the topics that will be assessed and relevant resources. The textbook, AQA GCSE Biology (trilogy), Chemistry (trilogy), Physics (trilogy), can be accessed electronically through Kerboodle. Login details were sent out earlier in the year. If your child has forgotten their login details, they can come to see their Science teacher who will help them.

Topic	Relevant pages in textbook	Checklist for topics	Useful additional resources
Atomic Structure and The Periodic Table	2- 33 	<a href="#">Checklist</a> <a href="#">Knowledge Organiser</a>	<a href="#">BBC Bitesize Atomic Structure and the Periodic Table</a>
Bonding, Structure and Properties	34- 55 	<a href="#">Checklist</a> <a href="#">Knowledge Organiser</a>	<a href="#">BBC Bitesize Bonding, Structure and Properties</a>

<p>Cell Biology</p>	<p>2-35</p> 	<p><a href="#">Checklist</a></p> <p><a href="#">Knowledge Organiser</a></p>	<p><a href="#">BBC Bitesize Cell Biology</a></p>
<p>Energy</p>	<p>2-43</p> 	<p><a href="#">Checklist</a></p> <p><a href="#">Knowledge Organiser</a></p>	<p><a href="#">BBC Bitesize Energy</a></p>

# Spanish

## Contact information:

- Ms Opie - [aopie@hollyfield.kingston.sch.uk](mailto:aopie@hollyfield.kingston.sch.uk)
- Ms Keruzec - [gkeruzec@hollyfield.kingston.sch.uk](mailto:gkeruzec@hollyfield.kingston.sch.uk)

## The paper will consist of:

- Listening
- Reading
- Translation to English
- Writing

## Topics to Revise:

I can	Topics		
	<p><b>Somos así (Free time activities)</b></p> <table border="0"> <tr> <td data-bbox="245 846 734 1120"> <p><b>Key knowledge</b></p> <p>Talking about things you like            Talking about your week            Talking about films            Say what type of film I am going to watch            Say whether I want to go            Say what type of films I like</p> </td> <td data-bbox="874 846 1436 1227"> <p><b>Grammar</b></p> <p>Use the present tense of IR, HACER and SER            Use expressions of frequency            Use the present tense of regular verbs            Use the indefinite or definite article            Use the near future tense            Use the preterite of IR and SER            Use the preterite and present tense of HACER            Use the three tenses together            Use sequencers</p> </td> </tr> </table>	<p><b>Key knowledge</b></p> <p>Talking about things you like            Talking about your week            Talking about films            Say what type of film I am going to watch            Say whether I want to go            Say what type of films I like</p>	<p><b>Grammar</b></p> <p>Use the present tense of IR, HACER and SER            Use expressions of frequency            Use the present tense of regular verbs            Use the indefinite or definite article            Use the near future tense            Use the preterite of IR and SER            Use the preterite and present tense of HACER            Use the three tenses together            Use sequencers</p>
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	<p><b>En forma (Healthy lifestyle)</b></p> <table border="0"> <tr> <td data-bbox="245 1361 734 1576"> <p><b>Key knowledge</b></p> <p>Talking about diet            Talking about an active lifestyle            Talking about your daily routine            Talking about getting fit</p> </td> <td data-bbox="804 1361 1206 1644"> <p><b>Grammar</b></p> <p>Use stem-changing verbs            Use reflexive verbs            Say what you/one must (not)            Use (no) se debe with an infinitive            Use me duele(n)            Use estar for temporary states</p> </td> </tr> </table>	<p><b>Key knowledge</b></p> <p>Talking about diet            Talking about an active lifestyle            Talking about your daily routine            Talking about getting fit</p>	<p><b>Grammar</b></p> <p>Use stem-changing verbs            Use reflexive verbs            Say what you/one must (not)            Use (no) se debe with an infinitive            Use me duele(n)            Use estar for temporary states</p>
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	<p><b>Jóvenes en acción (Social causes)</b></p> <table border="0"> <tr> <td data-bbox="245 1778 734 1953"> <p><b>Key knowledge</b></p> <p>Talking about children's rights            Talking about fair trade            Expressing your point of view</p> </td> <td data-bbox="874 1778 1410 1912"> <p><b>Grammar</b></p> <p>Say how we should help the environment: se debería...</p> </td> </tr> </table>	<p><b>Key knowledge</b></p> <p>Talking about children's rights            Talking about fair trade            Expressing your point of view</p>	<p><b>Grammar</b></p> <p>Say how we should help the environment: se debería...</p>
<p><b>Key knowledge</b></p> <p>Talking about children's rights            Talking about fair trade            Expressing your point of view</p>	<p><b>Grammar</b></p> <p>Say how we should help the environment: se debería...</p>		

	<p>Talking about recycling Talking about how a town has changed</p>	<p>Say what 'green things' you have done: hice / saqué / ayudé Using the imperfect tense: era / tenía Using the verb poder</p>
	<p><b>Oriéntate (Jobs)</b></p> <p><b>Key knowledge</b></p> <p>Saying what you have to do at work Saying what job you would like to do Talking about your future Describing your job</p>	<p><b>Grammar</b></p> <p>Use tener que + infinitive Say what job I would like to do Use correct adjective agreement Use the present and the near future together</p>
	<p><b>Una aventura en Madrid</b></p> <p><b>Key knowledge</b></p> <p>Meeting and greeting people Talking about a treasure hunt Discussing buying souvenirs Saying what you will do</p>	<p><b>Grammar</b></p> <p>Using expressions with tener Using the superlative Using the comparative Using the simple future tense</p>

**Websites useful for revision:**

1. Quizlet: For vocab learning
  - [Somos así](#)
  - [En forma](#)
  - [Jóvenes en acción](#)
  - [Oriéntate](#)
  - [Una aventura en Madrid](#)
2. Google Classroom to find vocabulary lists.

*Good Luck!*



*You've Got  
This!*