

Year 9



Revision Guide 2025

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.

Contents:

1. [How to prepare an effective environment for studying or revising](#)
2. [How to manage your time effectively](#)
3. [Learning and memory tools – tips for revision](#)
4. [Assessment day checklist](#)
5. [What to do during the exams](#)
6. [Assessment timetable](#)
7. [Subject revision lists](#)
 - [7.1 Art](#)
 - [7.2 Computing](#)
 - [7.3 Drama](#)
 - [7.4 DT](#)
 - [7.5 English](#)
 - [7.6 French](#)
 - [7.7 Geography](#)
 - [7.8 History](#)
 - [7.9 Maths](#)
 - [7.10 Music](#)
 - [7.11 RE](#)
 - [7.12 Science](#)
 - [7.13 Spanish](#)

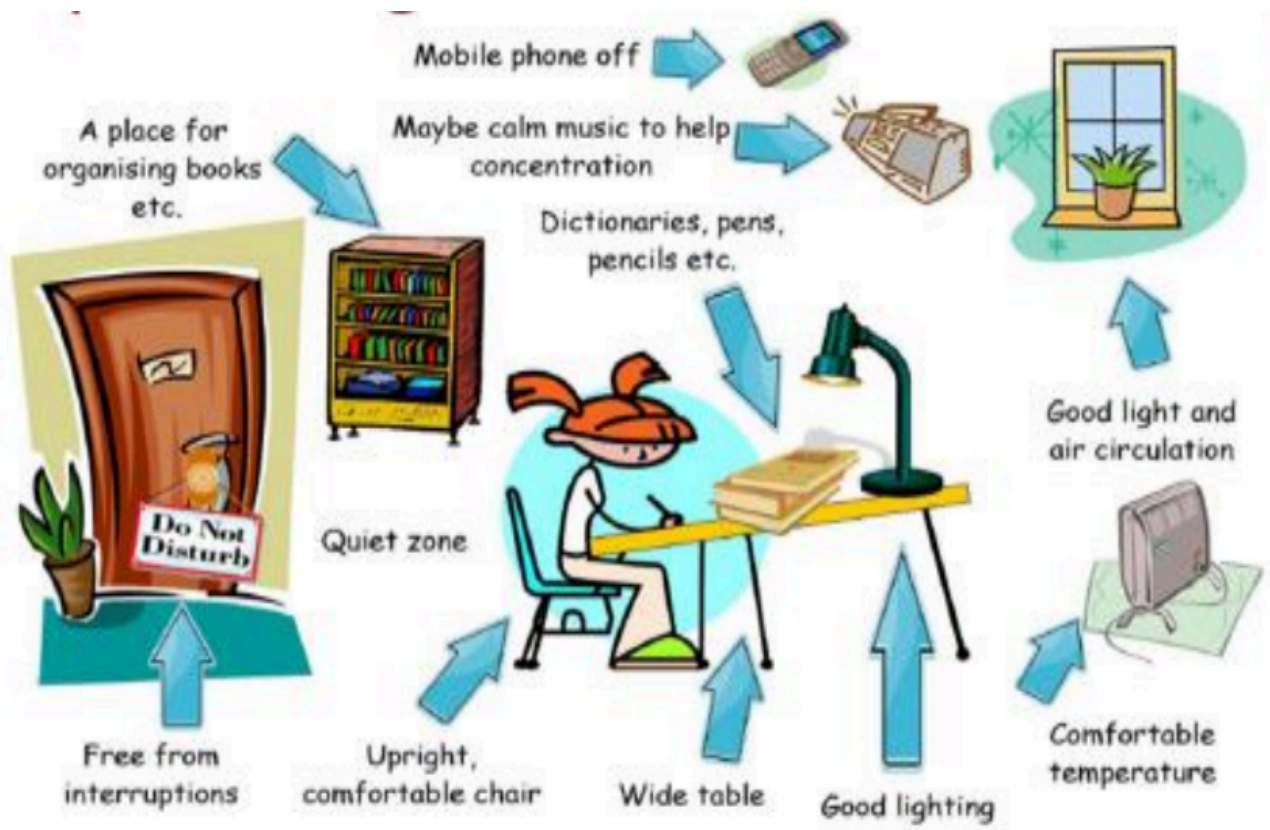


How to prepare an effective environment for revising



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							

Learning and memory tools



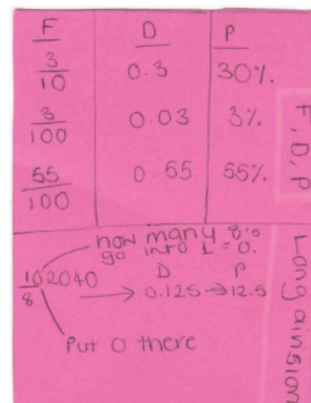
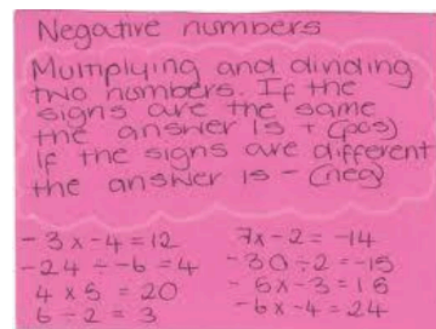
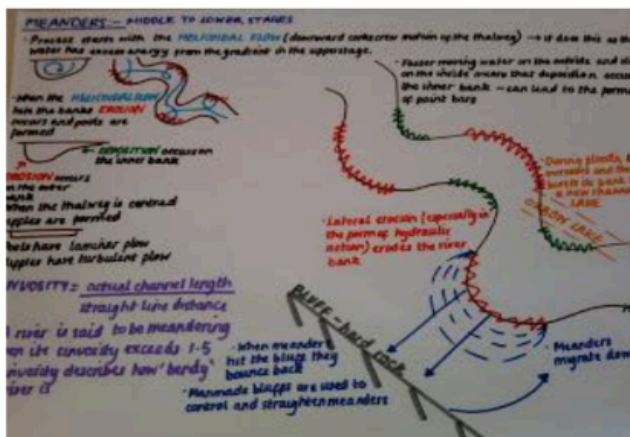
What should I revise?

Follow your subject teachers' advice on what to revise. Use the revision information in this guide. You can also use the notes in your exercise books, revision guides and revision websites to help. If you are not sure, ask your teachers!

Write revision notes/cards

This means writing your class notes or subject information in a shorter form. This can be done on paper, on revision cards or post-it notes. It can be useful to write down key words, phrases, definitions or rules you need to learn.

For example:



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

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

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/section/59c7511b-96c6-4df5-9463-d1e2c04d582b/session?authuser=0>
- Bebras - https://www.bebas.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

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

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
- Mr Vafidis- 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

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

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

French

Contact information:

- Ms Opie - aopie@hollyfield.kingston.sch.uk
- Ms Belben - ebelben@hollyfield.kingston.sch.uk

The paper will consist of:

- Listening
- Reading
- Translation to English
- Writing

Topics to Revise:

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

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

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)

PERSONAL LEARNING CHECKLIST: GEOGRAPHY Changing World

ASSESSMENT CATEGORY	SUB-TOPIC
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)

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"> The role of women at the start of the Twentieth Century The aims, methods and successes of the Suffragettes (WSPU) and the Suffragists (NUWSS) The death of Emily Davison How and why women got the vote in 1919 	<p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <p>Webpage on the position of women in 1900</p> <p>BBC bitesize site with 2 learner guides - on the fight for the vote for women, and how the vote was won.</p> <p>TV timelines clip covering the key groups and events that led to the vote.</p> <p>BBC Teach clip on how the vote for women was won.</p> <p>Channel 4 clip - 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"> -some short fact-based questions -an analysis of primary sources. <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 preparation lesson 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"> -Working towards expected standard -working at expected standard -greater depth.
<p><u>Advice on how to revise:</u></p> <ul style="list-style-type: none"> -make a chart on the different campaigning groups (Suffragettes, Suffragists) with details of their leaders, aims, methods. -make a mindmap of examples of different Suffragette tactics. You could highlight how their tactics became more violent after 1911. -make notes/table on the key factors that helped women get the vote: women’s campaigns; WWI; political factors 		

Year Nine History End of Year exam/Summer 2 assessment (women and the vote)

Topic: Twentieth Century World/Suffragettes	Learning Objective: 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>
Greater depth	<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>
Working at expected standard	<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>
Working towards expected standard	<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 - kemerton@hollyfield.kingston.sch.uk

Topics to revise:

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

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

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

Music

Contact information:

Ms Neville: 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

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 and 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.. <i>In the Bible/Quran it says...</i>	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

You may also find the following website useful.

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

Science

Contact information:

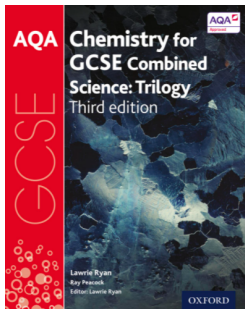
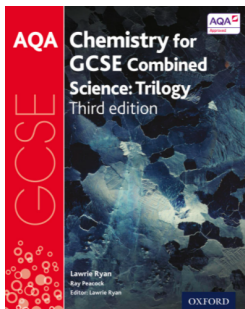
Ms Al-Obaidi - yal-obaidi@hollyfield.kingston.sch.uk

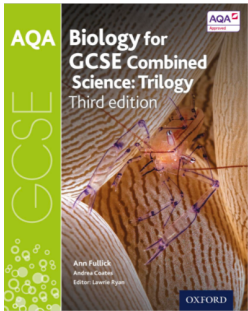
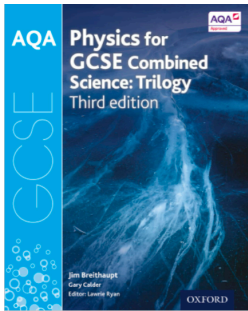
Length of assessment: 1 Hour 30 min

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 	Checklist Knowledge Organiser	BBC Bitesize Atomic Structure and the Periodic Table
Bonding, Structure and Properties	34- 55 	Checklist Knowledge Organiser	BBC Bitesize Bonding, Structure and Properties

Cell Biology	<p>2-35</p> 	<p>Checklist</p> <p>Knowledge Organiser</p>	<p>BBC Bitesize Cell Biology</p>
Energy	<p>2-43</p> 	<p>Checklist</p> <p>Knowledge Organiser</p>	<p>BBC Bitesize Energy</p>

Spanish

Contact information:

- Ms Opie - aopie@hollyfield.kingston.sch.uk
- Ms Keruzec - gkeruzec@hollyfield.kingston.sch.uk

The paper will consist of:

- Listening
- Reading
- Translation to English
- Writing

Topics to Revise:

I can	Topics				
	Somos así (Free time activities) <table> <tr> <th>Key knowledge</th><th>Grammar</th></tr> <tr> <td> 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 </td><td> 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 </td></tr> </table>	Key knowledge	Grammar	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	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
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	En forma (Healthy lifestyle) <table> <tr> <th>Key knowledge</th><th>Grammar</th></tr> <tr> <td> Talking about diet Talking about an active lifestyle Talking about your daily routine Talking about getting fit </td><td> 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 </td></tr> </table>	Key knowledge	Grammar	Talking about diet Talking about an active lifestyle Talking about your daily routine Talking about getting fit	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
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	Jóvenes en acción (Social causes) <table> <tr> <th>Key knowledge</th><th>Grammar</th></tr> <tr> <td> Talking about children's rights Talking about fair trade Expressing your point of view </td><td> Say how we should help the environment: se debería... </td></tr> </table>	Key knowledge	Grammar	Talking about children's rights Talking about fair trade Expressing your point of view	Say how we should help the environment: se debería...
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	<table> <tr> <td>Talking about recycling Talking about how a town has changed</td><td> Say what 'green things' you have done: hice / saqué / ayudé Using the imperfect tense: era / tenía Using the verb poder </td></tr> </table>	Talking about recycling Talking about how a town has changed	Say what 'green things' you have done: hice / saqué / ayudé Using the imperfect tense: era / tenía Using the verb poder		
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	Oriéntate (Jobs) <table> <tr> <th>Key knowledge</th><th>Grammar</th></tr> <tr> <td> Saying what you have to do at work Saying what job you would like to do Talking about your future Describing your job </td><td> Use tener que + infinitive Say what job I would like to do Use correct adjective agreement Use the present and the near future together </td></tr> </table>	Key knowledge	Grammar	Saying what you have to do at work Saying what job you would like to do Talking about your future Describing your job	Use tener que + infinitive Say what job I would like to do Use correct adjective agreement Use the present and the near future together
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	Una aventura en Madrid <table> <tr> <th>Key knowledge</th><th>Grammar</th></tr> <tr> <td> Meeting and greeting people Talking about a treasure hunt Discussing buying souvenirs Saying what you will do </td><td> Using expressions with tener Using the superlative Using the comparative Using the simple future tense </td></tr> </table>	Key knowledge	Grammar	Meeting and greeting people Talking about a treasure hunt Discussing buying souvenirs Saying what you will do	Using expressions with tener Using the superlative Using the comparative Using the simple future tense
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Websites useful for revision:

1. Quizlet: For vocab learning
 - [Somos así](#)
 - [En forma](#)
 - [Jóvenes en acción](#)
 - [Oriéntate](#)
 - [Una aventura en Madrid](#)
2. [Active Learn](#): You can complete the Listening, Reading and Grammar tasks set by your teachers
3. Grammar: Seneca
4. Google Classroom to find vocabulary lists.

Good Luck!



***You've Got
This!***