Year 9 Revision Support Guide

Name:

Tutor group:

Each subject has provided you with a list of content which needs to be covered for revision.

The list is a series of 'I can…' statements. You need to tick the box next to each statement once you have covered it. You should aim to cover each statement at least 3 times.

Some subjects have provided a list of key terms. It is your job to write in the definitions. The use of the key words enables you to achieve higher marks in assessments as it shows the examiner that you are aware of the subject specific language.

You will also find a section for 'memorisation' for a majority of subjects. This is the information you are expected to know off by heart for each exam. You should make this a key focus of your revision.

English

Science has proved that pathways between neurons in your brain can be strengthened over time. Simple repetition – practising retrieving a memory over and over again – is the best form of consolidating information. You need to try and revise each 'I can statement…' at least three times.

Revision content	1	2	3
I can respond to an unseen fiction extract			
I can select and retrieve information			
I can infer and deduce meanings			
I can recognise effect of structure and layout on meaning			
I can work out and explore a writer's intention			
I can recognise effects on the reader			
I can write using the P.E.E. structure			
I can explain in detail			
I can write a narrative text			
I can use vocabulary for effect			
I can use a range of punctuation accurately			
I can use connectives to organise ideas			
I can structure a text by using a variety of sentence types and paragraphs			

Key terms and definitions

Using subject specific terminology in your exam answers increases your chances of being awarded higher grades.

Complete the table below to give the definition of each of the key terms provided

Key term	Definition
Audience	
Purpose	
Noun	
Verb	
Adverb	
Adjective	
Pronoun	
Simile	
Metaphor	
Alliteration	
Narrator	
Conveys	
Implies	

Mathematics: Foundation (9a2, 9b1, 9b2)

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	Revision content	**MathsWatch Clip References**	**1**	**2**	**3**
Number	I can add, subtract, multiply and divide integers using written methods	17, 18, 19, 20			
	I can add, subtract, multiply and divide decimals using written methods	17, 18, 66, 67			
	I can apply BODMAS correctly	75			
	I can solve worded number problems				
	I can solve problems involving money and change both with and without a calculator	22			
	I can use estimation to solve a problem	91			
	I can prove a number statement				
	I can solve best value problems	41			
Place Value and Integers, Powers and Roots	I can state the place value of a digit within a number	1, 92			
	I can find powers and roots of numbers with and without a calculator	29, 81			
	I can list the first 15 prime numbers	28			
	I can list the factors or multiples of a number	28			
	I can find lowest common multiple (LCM) of two or three numbers	80			
	I can find highest common factor (HCF) of two numbers	79			
	I can write a number as a product of its prime factors	78			
Fractions, Decimals and Percentages	I can order decimals	3			
	I can convert between fractions, decimals and percentages	85			
	I can compare fractions	70			
	I can find the fraction of two numbers	24			
	I can find fractions of amounts	72			
	I can find a percentage of an amount	86, 87			
	I can increase or decrease an amount by a given percentage	108			
	I can work out a percentage increase or decrease over time	110			
Ratio	I can find the ratio of two numbers	38			
	I can simplify a ratio	38			
	I can convert between ratio and fractions	38			
	I can calculate a proportion	42			
Expressions, Equations and Formulae	I can interpret expressions	7			
	I can simplify algebraic expressions	33,			
	I can multiply a term over a single bracket	93			
	I can expand double brackets	134			
	I can solve an equation with an unknown on one side	135			
	I can solve an equation with an unknown on both sides	135			
	I can solve simultaneous equations	162			
	I can substitute into a formulae	95			
	I can solve different types of problems involving algebra (e.g. area or angles)				
Coordinates and Straight Line Graphs	I can plot a coordinate	8			
	I can solve problems on coordinate grids	113			
	I can draw a straight line graph from a table of values	96			
	I can use a straight line graph to solve an equation	96			

Data and Statistics	I can draw and interpret a bar chart	64			
	I can draw and interpret a two way table	61			
	I can draw and interpret a scatter graphs and its correlation	129			
	I can use a line of best fit	129			
	I can interpret a distance time graph	143			
	I can find the mode, median, mean and range from a set of numbers or simple chart	62			
	I can find the mode, median, mean and range from a grouped frequency table	130			
Probability	I can place an event on a probability scale	14			
	I can find the probability of an event using fractions, decimals or percentages	59			
	I can complete a sample space diagram or a list to show all possible outcomes	58, 126			
	I can find probabilities from a sample space diagram or list	58, 126			
	I can complete a frequency tree	57			
	I can calculate probabilities from a frequency tree	57			
Angles and Shapes	I can find missing angles on a straight line, round a point or in a triangle	45, 121			
	I can use the angle rules on parallel line	120			
	I can use 3 figure bearings	124			
	I can recall and describe the properties of different shapes	122			
	I can interpret plans and elevations	51			
Transformations and Vectors	I can carry out translations, reflections, rotations	48, 49, 50			
	I can describe translations, reflections, rotations	48, 49, 50			
	I can multiply and subtract vectors	174			
Area, Volume and Surface	I can find the area of rectangles, triangles, parallelograms and trapezium	53, 54, 55, 56			
	I can apply the area rules in reverse				
	I can find the volume and surface area of a cuboid or prism	114, 115, 119			
	I can find the volume and surface area of a cylinder	119			
Units and Measure	I can convert between metric units	112			
	I can use scales on a map	38			
	I can use the rules for distance, speed and time	142			
	I can convert areas and volumes into different units				
Pythagoras and Trig	I can carry out Pythagoras theorem	150			
	I can use trigonometry to find a missing side	168			
	I can use trigonometry to find a missing angle	168			

Remember all areas of maths could be tested in a standard question that makes it obvious what maths is needed or through problem solving where you may need to interpret and think carefully about the maths needed to be able to solve the problem.

Memorisation

There are key elements of each examination course that need to be fully memorised in order for you to obtain the highest marks possible in the exam. The information below should be a priority for memorising as part of your revision.

There is so much to memorise and use in maths that the best way to revise is to practice, practice and practice some more, do not just sit and read your exercise book.

Find lots of questions which give you the opportunity to practice the skills learnt, especially when the question is not straight forward and you need to unpick what all the words are actually asking you to do.

Use your memorisation skills learnt in Spanish to help you memorise all the formulae needed for maths, this is just a flavour of what you may need.

- BIDMAS – Brackets, Indices, Division/Multiplication, Addition/Subtraction
- Know the location and how to use the key buttons on your calculator for creating; powers, roots, negative numbers, fractions
- Rules for area and perimeter:
  - Area of a rectangle or square = length x width
  - Perimeter of a rectangle or square = (length + width) x 2
  - Area of a triangle = ½ x base x height
  - Area of a parallelogram or rhombus = base x height
  - Area of a trapezium = ½ (top + bottom) x height
  - Area of a circle = πr^2
  - Circumference of a circle = πd
- Rules for finding the volume:
  - Volume of cube or cuboid = length x width x depth
  - Volume of a prism = area of the cross section x depth
    (use the rules above for area to find the area of the cross section – the shape that goes all the way through the prism)
  - Volume of a cylinder = πr^2 x depth
- Probabilities can only be given using fractions, percentages or decimals
- Probabilities add up to 1
- The probability of something happening (p) and not happening ($1-p$) add up to 1
- If you are asked to estimate or approximate an answer round everything to 1 significant figure
- Metric conversions e.g. grams to kilograms
- Angle Facts
  - Angles on a straight line equal 180°
  - Angles around a point equal 360°
  - Angles in a triangle equal 180°
  - Opposite angles are equal
  - Corresponding angles are equal / Alternate angles are equal / Supplementary angles equal 180°

Mathematics: Higher (9a1)

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Number	I can add, subtract, multiply and divide integers using written methods	17, 18, 19, 20			
	I can add, subtract, multiply and divide decimals using written methods	17, 18, 66, 67			
	I can apply BODMAS correctly	75			
	I can solve worded number problems				
	I can solve problems involving money and change both with and without a calculator	22			
	I can find powers and roots of numbers with and without a calculator	29, 81			
	I can list the first 15 prime numbers	28			
	I can list the factors or multiples of a number	28			
	I can write a number as a product of its prime factors	78			
	I can apply the rules of indices	82, 188			
	I can solve a problem involving standard form	83			
	I can manipulate surds	207			
	I can rationalise a denominator	207			
Fractions, Decimals and Percentages	I can order decimals	3			
	I can convert between fractions, decimals and percentages	85			
	I can compare fractions	70			
	I can find a percentage of an amount	86, 87			
	I can increase or decrease an amount by a given percentage	108			
	I can work out a percentage increase or decrease over time	110			
Proportion	I can calculate a proportion	42			
	I can formulate and use equations for direct and inverse proportion	199			
	I can identify graphs of direct and inverse proportion	199			
Expressions, Equations and Formulae	I can interpret expressions	7			
	I can simplify algebraic expressions, including with brackets and fractions	33, 210			
	I can multiply a term over a single bracket and simplify if required	93			
	I can expand two or more brackets	134			
	I can solve an equation with an unknown on one side	135			
	I can solve an equation with an unknown on both sides	135			
	I can solve simultaneous equations	162			
	I can rearrange an equation to change the subject	136			
	I can solve different types of problems involving algebra (e.g. area, angles, probability)				
Sequences	I can find an *n*th Term	103			
Coordinates and Straight Line Graphs	I can plot a coordinate	8			
	I can solve problems on coordinate grids	113			
	I can name the equations of lines parallel to the axis				
	I can find equations of lines given information about gradient and intercept	97			

Statistics and Data	I can draw and interpret a scatter graphs and its correlation	129			
	I can use a line of best fit	129			
	I can draw and interpret a distance time graph, including acceleration	143			
	I can draw and interpret histograms	205			
	I can draw and interpret cumulative frequency graphs	186			
	I can find the mode, median, mean and range from a set of numbers or simple chart	62			
	I can find the mode, median, mean and range from a grouped frequency table	130			
	I can solve problems using mean, mode, median and range				
Probability	I can find the probability of an event using fractions, decimals or percentages	59			
	I can draw a Venn diagram	127, 185			
	I can calculate probabilities from a Venn diagram	127, 185			
	I can complete a frequency tree	57			
	I can calculate probabilities from a frequency tree	57			
	I can calculate conditional probabilities	204			
	I can solve probability problems involving algebra				
Angles and Shapes	I can find missing angles on a straight line, round a point or in a triangle	45, 121			
	I can use the angle rules on parallel line	120			
	I can use 3 figure bearings	124			
	I can recall and describe the properties of different shapes	122			
	I can interpret plans and elevations	51			
	I can find side lengths in similar triangles				
Transformations and Vectors	I can carry out translations, reflections, rotations, enlargements	48, 49, 50, 148			
	I can describe translations, reflections, rotations	48, 49, 50, 148			
	I can multiply and subtract vectors	174			
	I can solve vector problems	174, 219			
Area, Volume and Surface	I can find the area of rectangles, triangles, parallelograms and trapezium	53, 54, 55, 56			
	I can find the area and circumference of circles and parts of circles, including leaving the answer in terms of pi	117, 118			
	I can find the volume and surface area of a cuboid or prism	114, 115, 119			
	I can find the volume and surface area of a cylinder	119			
Units and Measure	I can convert between metric units	112			
	I can use scales on a map	38			
	I can use the rules for distance, speed and time	142, 143			
	I can use the rules for density, mass and volume	142			
	I can convert areas and volumes into different units				
Trigonometry	I can use trigonometry to find a missing side	168			
	I can use trigonometry to find a missing angle	168			
	I can find exact trigonometric values	173			
	I can sketch trigonometry graphs	195			

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Chemistry

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Revision content	1	2	3
I can state the charge and mass of a proton, neutron and electron			
I can calculate the number of protons, neutrons and electrons from the mass number and atomic number			
I can write word and symbol equations and can balance symbol equations			
I can draw the electron configuration for the first 20 compounds			
I can describe what an isotope is			
I can write a definition for an element, compound and mixture			
I can describe how the model of the atom changed over time			
I can label the groups on the periodic table			
I can describe the trends as you go down the groups in the alkali metals, halogens and noble gases			
I can compare the reactivity of the transition metals and transition metals (Chemistry only)			
I can identify if a bond is ionic, covalent or metallic.			
I can draw a dot and cross diagram to show ionic bonding			
I can draw a dot and cross diagram to show covalent bonding			
I can describe how the properties of metals relate to metallic bonding			

Key terms and definitions

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Complete the table below to give the definition of each of the key terms provided

Key term	Definition
ATOM	
PROTON	
NEUTRON	
ELECTRON	
SHELL	
ISOTOPE	
ELEMENT	
COMPOUND	
MIXTURE	
REACTANT	
PRODUCT	
PERIODICITY	
ALKALI METALS	
TRANSITION METALS	
NOBLE GASES	
GROUP	
PERIOD	
DISPLACEMENT	
IONIC	
COVALENT	
METALLIC	

Memorisation

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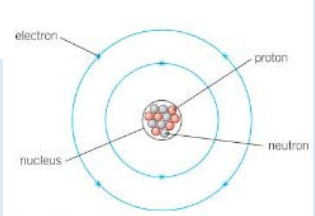
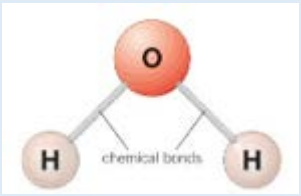


The nucleus contains protons and neutrons. Electrons are found in shells surrounding the nucleus.

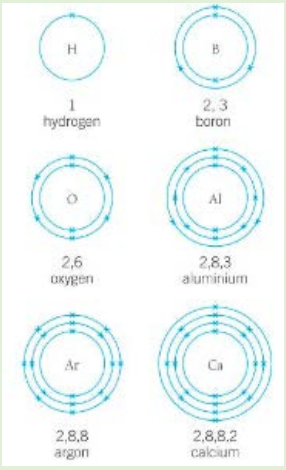
The relative mass of a proton and a neutron are both 1.



Protons have a relative charge of +1, electrons have a relative charge of -1. Neutrons are neutral.

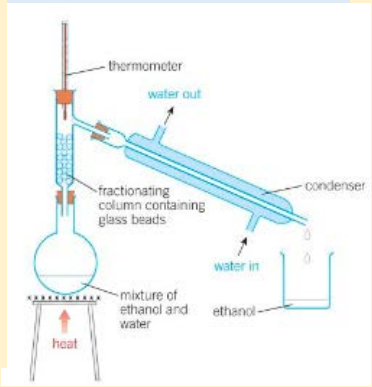
Atomic number = number of protons (= number of electrons)

Mass number = number of protons + number of neutrons

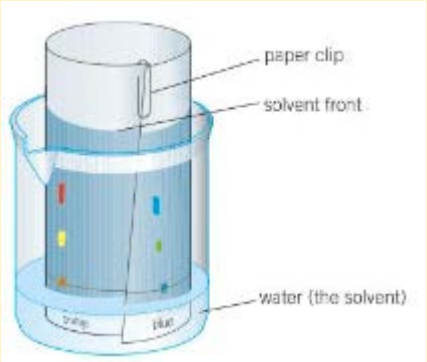


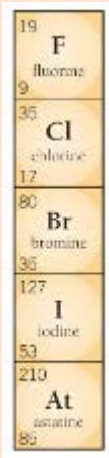
The lowest energy shell is filled first and holds up to 2 electrons. The next two shells can hold up to 8 electrons. Ensure you fill up the 2nd shell before you move onto the 3rd.

Fractional distillation is a way of separating a mixture of liquids. This is possible because the liquids in the mixture have different boiling points.



Paper chromatography separates mixtures of substance dissolved in s solvent. The substances are separated because of their different solubilities and so some will travel further than others.





The group 1 (alkali metals) melting points and boiling points decrease as you move down the group.

The metals react with water to produce hydrogen and an alkaline solution containing the metal oxide.

They form +1 ions to make ionic compounds.

The reactivity of the metals increases as you move down the group.

Group 7 (Halogens) form ions with a single negative charge in their ionic compounds with metals.

They form covalent compounds with non-metals.

A more reactive halogen displaces a less reactive halogen.

The reactivity of halogens decreases going down the group.

Physics

Revision content	1	2	3
I can list different energy resources and identify them as renewable/ non-renewable			
I can explain which resources can be used in different situations			
I can explain how energy resources can be used together to meet demand.			
I can explain the environmental impact of using some energy resources (e.g acid rain and climate change) and what can be done to limit their impact.			
I can name all types of energy and where they can be found.			
I can describe changes of energy in a system and identify energy as useful/ wasted.			
I can recall the principle of conservation of energy and apply it.			
I can recall, rearrange and apply the Kinetic Energy Formula			
I can recall, rearrange and apply the GPE Formula			
I can explain how changes in GPE can affect KE in different situations.			
I can describe situations where elastic potential energy is stored.			
I can recognise, rearrange and apply the EPE formula			
I can combine energy calculations to show how a change in one quantity will lead to a change in another quantity			
I can recall, rearrange and apply the power equation.			
I can write a definition for power.			
I can recall, rearrange and apply the efficiency equations			
I can evaluate the benefits of using higher efficiency devices.			
I can explain how efficiency can be determines practically			
I can explain the effect of wasted energy on a system and its surroundings.			
I can draw the particle arrangement of a solid, liquid and gas			
I can define density and explain in relation to the particle model.			
I can recall, rearrange and apply the density equation			
I can explain how the density can be calculated for regular and irregular shaped objects.			
I can describe the changes of state and identify them on a graph			
I can describe changes of state in terms of the particle model and intermolecular bonding			
I can explain the difference between a chemical and a physical change			
I can define internal energy			
I can explain potential energy and kinetic energy in relation to particles and explain how these change with temperature and state changes.			
I can recognise, rearrange and apply the specific heat capacity equation			
I can define the specific heat capacity of a material.			
I can define the term latent heat			
I can recognise, rearrange and use the latent heat formula			
I can use a cooling curve to describe energy changes and calculate latent heat and specific latent heat			
I can describe the motion of particles in a gas			
I can explain how pressure is caused in a container and how changing the temperature will change the pressure.			

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Key terms and definitions

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Complete the table below to give the definition of each of the key terms provided

Key term	Definition
ENERGY	
KINETIC ENERGY	
GRAVITATIONAL POTENTIAL ENERGY	
CHEMICAL ENERGY	
ELECTRICAL ENERGY	
THERMAL ENERGY	
ELESTIC POTENTIAL ENERGY	
POWER	
EFFICIENCY	
RENEWABLE	
NON-RENEWABLE	
ENERGY DEMAND	
CLIMATE CHANGE	
PARTICLE MODEL	
DENSITY	
INTERMOLECULAR BONDING	
STATE CHANGES	
SPECIFIC HEAT CAPACITY	
LATENT HEAT	
PARTICLE MOTION	

Memorisation

There are key elements of each examination course that need to be fully memorised in order for you to obtain the highest marks possible in the exam. The information below should be a priority for memorising as part of your revision.

$E_K = 0.5mv^2$

$E_p = mgh$

$$P = \frac{E}{t}$$

$$\rho = \frac{m}{V}$$

$$efficiency = \frac{useful\ energy\ out}{total\ input\ energy} \text{ x100}$$

$$efficiency = \frac{useful\ energy\ out}{total\ input\ energy}$$

Biology

Science has proved that pathways between neurons in your brain can be strengthened over time. Simple repetition – practising retrieving a memory over and over again – is the best form of consolidating information. You need to try and revise each 'I can statement…' at least three times.

Revision content	1	2	3
I can identify different kinds of cells			
I can use a microscope to observe and draw cells			
I can describe the structure and function of different organelles			
I can compare the different types of microscope			
I can calculate magnification			
I can compare prokaryotic and eukaryotic cells			
I can describe the structure and function of specialised cells and how they became specialised			
I can explain how cells form tissues, organs and organ systems			
I can define diffusion			
I can describe where diffusion occurs in the body and its importance			
I can explain the factors that affect the rate of diffusion			
I can calculate and compare surface area to volume ratios			
I can explain how exchange surfaces are adapted for diffusion			
I can define osmosis			
I can investigate the effect of concentration of solution on mass of plant tissue			
I can define active transport			
I can explain the importance of active transport			
I can compare diffusion, osmosis and active transport			
I can describe the structure of the digestive system			
I can describe the function of the digestive system			
I can describe the function of enzymes			
I can explain how temperature and pH affect the activity of enzymes			
I can use the lock and key theory to explain enzyme action			
I can describe the function of amylase, lipase and protease			

Key terms and definitions

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Complete the table below to give the definition of each of the key terms provided

Key term	Definition
CELLS	
MICROSCOPE	
MAGNIFICATION	
ORGANELLES	
PROKARYOTIES	
EUKARYOTES	
CELL DIFFERENTIATION	
CELL SPECIALISATION	
TISSUES	
ORGANS	
ORGAN SYSTEMS	
YEAST	
BACTERIA	
DIFFUSION	
OSMOSIS	
ACTIVE TRANSPORT	
GAS EXCHANGE	
SURFACE AREA	
ADAPTATION	
ENZYMES	
LOCK AND KEY MODEL	

SUBSRATE	
CATALYST	
AMYLASE	
PROTEASE	
LIPASE	
IODINE	
BENEDICTS SOLUTION	
BIURET SOLUTION	
PROTEIN	
LIPIDS	
CARBOHYDRATES	
AMINO ACIDS	
GLYCEROL	
FATTY ACIDS	

Memorisation

There are key elements of each examination course that need to be fully memorised in order for you to obtain the highest marks possible in the exam. The information below should be a priority for memorising as part of your revision.

- You should be able to explain how **the main sub-cellular structures**, including the nucleus, cell membranes, mitochondria, chloroplasts in plant cells and plasmids in bacterial cells are related
  to their functions.
  Most animal cells have the following parts:
  a nucleus
  - cytoplasm
  - a cell membrane
  - mitochondria
  - ribosomes.

  In addition to the parts found in animal cells, plant cells often have:
  - chloroplasts
  - a permanent vacuole filled with cell sap.

- Plant and algal cells also have a cell wall made of cellulose, which strengthens the cell.
- You should be able to use estimations and explain what should be used to judge the relative size or area of sub-cellular structures.
- You should be able to demonstrate an understanding of the **scale and size of cells** and be able to make order of magnitude calculations, including the use of standard form
- Plant and animal cells (**eukaryotic cells**) have a cell membrane, cytoplasm and genetic material enclosed in a nucleus.
- Bacterial cells (**prokaryotic cells**) are much smaller in comparison. They have cytoplasm and a cell membrane surrounded by a cell wall. The genetic material is not enclosed in a nucleus. It is a single
- DNA loop and there may be one or more small rings of DNA called plasmids.

- You should be able to, when provided with appropriate information, explain how **the structure of different types of cell relate to their function** in a tissue, an organ or organ system, or the whole organism.
  Cells may be specialised to carry out a particular function:
  - sperm cells, nerve cells and muscle cells in animals
  - root hair cells, xylem and phloem cells in plants.

- You should be able to explain the importance of **cell differentiation**. As an organism develops, cells differentiate to form different types of cells.

- Most types of animal cell differentiate at an early stage .Many types of plant cells retain the ability to differentiate through life.
- In mature animals, cell division is mainly restricted to repair and replacement. As a cell differentiates it acquires different sub-cellular structures to enable it to carry out a certain function. It has become a specialised cell.
- A **tissue** is a group of cells with a similar structure and function.
- **Organs** are aggregations of tissues performing specific functions.

Spanish

Science has proved that pathways between neurons in your brain can be strengthened over time. Simple repetition – practising retrieving a memory over and over again – is the best form of consolidating information. You need to try and revise each 'I can statement…' at least three times.

Revision content	**1**	**2**	**3**
I can say and write the phrases in Spanish from the following sections of module 1 vocabulary:			
¿Dónde vives? (where do you live?)			
¿Qué haces en verano? (what do you do in Summer?)			
¿Con qué frecuencia? (how often?)			
¿Qué tiempo hace? (what's the weather like?)			
¿Qué te gusta hacer? (what do you like doing?)			
¿Adónde fuiste de vacaciones? (where did you go on holiday?)			
¿Qué hiciste? (what did you do?)			
¿Qué tal lo pasaste? (how was it?)			
¿Cómo era el hotel? (what was the hotel like?)			
¿Cómo era el pueblo? (what was the town like?)			
Quisiera reservar (I would like to book)			
Quiero quejarme (I want to complain)			
Mis vacaciones desastrosas (my disastrous holiday)			

Memorisation

There are key elements of each examination course that need to be fully memorised in order for you to obtain the highest marks possible in the exam. The information below should be a priority for memorising as part of your revision.

Key phrase to memorise	Definition
Suelo viajar en avión ya que es más…	I usually travel by plane because it is more…
Cuando estoy de vacaciones, lo mejor para mí es….	When I'm on holiday, the best thing for me is…
Prefiero alojarme en una villa dado que es…	I prefer to stay in a villa because it is…
Hace un año, fui a Francia y lo pasé bomba porque hice muchas cosas, por ejemplo…	A year ago, I went to France and I had a great time because I did lots of things, for example…
Pienso que lo peor fue cuando…	I think that the worst thing was when…
Si tuviera más dinero, iría al Caribe porque sería magnífico	If I had more money, I would go to the Caribbean because it would be magnificent
En el futuro, voy a ir a España ya que será…	In the future, I am going to go to Spain because it will be…
HIGHER ONLY (Target grade 6+)…	
Suelo viajar en avión y lo prefiero ya que es más….pero tengo ganas de ir en barco ya que sería emocionante	I usually travel by plane and I prefer it because it is more….but I fancy going by boat because it would be exciting
Para mí, es importante que descanse cuando estoy de vacaciones	For me, it is important that I relax when I am on holiday
En cuanto al alojamiento, me parece mejor alojarme en un hotel de cinco estrellas ya que lo encuentro más…	In terms of accommodation, it seems best to me to stay in a 5-star hotel because I find it more…
Hace un año, fui a México donde hice un montón de cosas inolvidables, es decir…	A year ago, I went to Mexico where I did lots of unforgettable things, for example…
Me encantó todo, pero lo único malo fue cuando…ya que me dio pena	I loved it all, but the only bad thing was when….because it made me sad
Nunca he ido a Canada así que si tuviera más dinero, iría allí porque sería mágico y siempre he querido ir.	I have never been to Canada therefore if I had more money, I would go there because it would be magical and I've always wanted to go
Cuando sea mayor, iré a los Estados Unidos con mis amigos ya que queremos viajar antes de ir a la universidad. Creo que va a ser flipante.	When I'm older, I will go to the USA with my friends because we want to travel before going to university. I think it's going to be awesome.

Core Philosophy and Ethics

Science has proved that pathways between neurons in your brain can be strengthened over time. Simple repetition – practising retrieving a memory over and over again – is the best form of consolidating information. You need to try and revise each 'I can statement…' at least three times.

Revision content		1	2	3
Muslim Beliefs and Teachings	I can describe the difference between Sunni and Shi'a Muslims			
	I can recite the Sunni 6 Articles of Faith			
	I can recite the Shi'a 5 roots of Usal al din			
	I can describe the Oneness of God (Tahwid)			
	The Nature of God/ Assessment			
	I can explain the role of Angels			
	I can describe the importance/influence of angels			
	Predestination, Human Freedom and Judgement Day			

Key terms and definitions

Using subject specific terminology in your exam answers increases your chances of being awarded higher grades.

Complete the table below to give the definition of each of the key terms provided

Key term	Definition
Islam	
Muslim	
Allah	
Prophet Muhammad (pbuh)	
The 5 Pillars of Islam	
Qur'an	
Hadith	
Sunnah	
Prophet/ Prophethood	
Angel	
Sunni Muslim	
Abu Bakr	
Caliph	
Six Articles of Faith	
Shi'a Muslim	
Imam	
Imamate	
The 5 roots of Usal ad-Din	
Supremecy	
Free Will	
Idolatry	

Memorisation

There are key elements of each examination course that need to be fully memorised in order for you to obtain the highest marks possible in the exam. The information below should be a priority for memorising as part of your revision.

Shahdah.

Sunni 6 Articles of Faith.

Shi'a 5 roots of Usal al din.

Words to describe the nature of God.

Names and facts about 2 angels.

Teachings from your book.

Philosophy and Ethics FC

Science has proved that pathways between neurons in your brain can be strengthened over time. Simple repetition – practising retrieving a memory over and over again – is the best form of consolidating information. You need to try and revise each 'I can statement…' at least three times.

Revision content		1	2	3
Topic	**Content that you should revise** **Unit 2: Muslim Practices**			
I can describe/explain the information linked to The 5 Pillars of Islam	Names in English and translated form Arabic			
	Importance of the 5 pillars of Islam			
	10 Obligatory Acts in Shi'a Islam			
I can describe/explain the information linked to Shahadah Faith	What is it? (Quote)			
	What does it show about belief in Allah and belief in Muhammad			
I can describe/explain the information linked to Salah Prayer	How Mulsims pray, preparation for prayer, ra'kah, ablution/wudu, times, directions, movements, recitations.			
	In the home and Mosque worship. Public Jummah prayer and private Du'a prayers.			
	The importance of prayer.			
I can describe/explain the information linked to Sawm Fasting	What is fasting and how is it performed. The origins, duties, benefits and those excused			
	Importance of fasting and Ramadan			
	The Night of Power (Surah 96:1–4).			
I can describe/explain the information linked to Zakah Charity	Origins, why it is given, Khums in Shi'a Islam.			
	Role and significance of giving alms			
I can describe/explain the information linked to Hajj Pilgrimage	Origins of Hajj			
	How hajj is performed			
	Significance of hajj and it's role in Islam			
I can describe/explain the information linked to Jihad	Greater and Lesser			
	Origins, influences, conditions and declaration of lesser			
	The last 4 of the 10 obligatory acts			
I can describe/explain the information linked to Festivals	Id-ul-Adha,			
	Id-ul-Fitr			
	Ashura (not on exam)			

Key terms and definitions

Using subject specific terminology in your exam answers increases your chances of being awarded higher grades.

Complete the table below to give the definition of each of the key terms provided

Key term	Definition
The 5 pillars of Islam (Shahadah, Salah, Zakah, Sawm and Hajj)	
10 Obligatory Acts	
Wuzu/Wudu	
Topi/Hijab	
Rak'ah	
Jumu'ah	
Du'as	
Ramadan	
Ka'aba	
Jihad (greater and lesser)	
Eid ul-Fitr	
Eid ul-Adha	
Ashura	

Memorisation

There are key elements of each examination course that need to be fully memorised in order for you to obtain the highest marks possible in the exam. The information below should be a priority for memorising as part of your revision.

The names of the 5 pillars of Islam in English and the translation form Arabic
The 10 Obligatory Acts
Words of the Shahadah
At least 2 teachings for each of the 5 pillars, Jihad and Festivals.

Music

Science has proved that pathways between neurons in your brain can be strengthened over time. Simple repetition – practising retrieving a memory over and over again – is the best form of consolidating information. You need to try and revise each 'I can statement…' at least three times.

Revision content	1	2	3
I can read notes from the treble clef.			
I can read notes from the bass clef.			
I can complete a major circle of fifths.			
I can complete a minor circle of fifths.			
I can write major/minor scales up to 4 flats or sharps using circle of fifths.			
I can remember the rhyme for knowing the order of the flats and sharps.			
I can identify intervals by listening.			
I can understand what DR SMITTTH means.			
I can understand key words for Dynamics.			
I can understand key words for Rhythm.			
I can understand key words for Structure.			
I can understand key words for Melody.			
I can understand key words for Instrumentation.			
I can understand key words for Tempo.			
I can understand key words for Texture.			
I can understand key words for Tonality.			
I can understand key words for Harmony.			
I can plan essay questions before I write them.			
I can remember the set works for GCSE music.			

Key terms and definitions

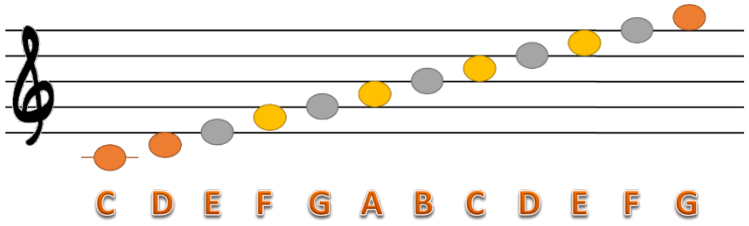
Using subject specific terminology in your exam answers increases your chances of being awarded higher grades.

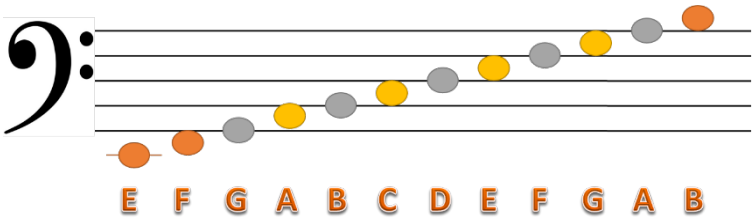
Complete the table below to give the definition of each of the key terms provided

Key term	Definition
Dynamics	
Rhythm	
Structure	
Melody	
Instrumentation	
Tempo	
Tonality	
Texture	
Harmony	

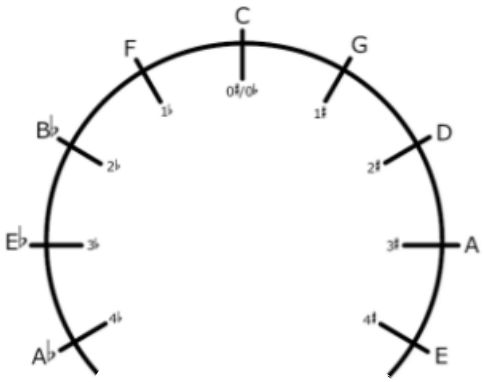
Memorisation

There are key elements of each examination course that need to be fully memorised in order for you to obtain the highest marks possible in the exam. The information below should be a priority for memorising as part of your revision.

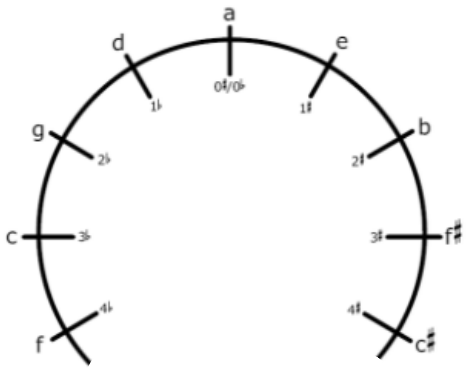




Major Circle of Fifths



Minor Circle of Fifths



History

Science has proved that pathways between neurons in your brain can be strengthened over time. Simple repetition – practising retrieving a memory over and over again – is the best form of consolidating information. You need to try and revise each 'I can statement…' at least three times.

Revision content	**1**	**2**	**3**
I know the work and ideas of Hippocrates			
I know the work and ideas of Galen			
I know medieval beliefs about the causes of disease			
I can describe medieval treatments			
I know who provided medical care in medieval times			
I can explain the key features of medieval surgery and the problems surgeons faced			
I can explain which factors contributed to the development of medieval medicine			
I know why religion was important in the Middle Ages.			
I understand how doctors were trained about Galen and Hippocrates and how they were banned from dissection in the Middle Ages.			
I know the beliefs about the causes of the Black Death.			
I know the beliefs about the causes of the Plague.			
I know the social and economic impact of the Black Death.			
I know the social and economic impact of the Plague.			
I know who Amboise Pare is.			
I know the contributions Pare, Harvey and Vesalius made to medicine.			
I know what ligatures and ointments are.			
I understand how war as a factor helped and hindered medicine.			
I can know how individuals as a factor helped and hindered medicine.			
I know how religion as a factor helped and hindered medicine.			
Exam Skills: I know that for a 'how useful' source question I need 3 PEEL paragraphs that explain how the source is and is not useful followed by a conclusion.			
Exam Skills: I know how to PEEL			
Exam Skills: I know that for an explain question I need 3 reasons in paragraphs			
Exam Skills: I know what 'Explain the significance' means			
Exam Skills: I know how to answer a 16 marker.			
Exam Skills: I know to include, causes, events and outcomes when writing an account.			
Exam Skills: I know the key terms e.g. Pare, trepanning, ligatures.			

Key terms and definitions

Using subject specific terminology in your exam answers increases your chances of being awarded higher grades.

Complete the table below to give the definition of each of the key terms provided

Key term	Definition
Hippocrates	
Galen	
4 Humours	
Almanac	
Astrology	
Antiseptic	
Anaesthetic	
Anatomy	
Dissection	
Monastery	
Trepanning	
Barber Surgeon	
Physician	
Apothecary	
Ligatures	

Ointments	
Pare	
Vesalius	
Harvey	

Memorisation

There are key elements of each examination course that need to be fully memorised in order for you to obtain the highest marks possible in the exam. The information below should be a priority for memorising as part of your revision.

The key developments of Hippocrates and Galen

Beliefs in the causes of disease

Factors in the development of medicine

Details of surgery in different time periods

Best revision techniques for this subject are…

Making flashcards, revising on useful websites (Spartacus, historyonthenet, BBC etc.), practising different exam style questions, completing tasks in revision booklet.

GCSE PE

Science has proved that pathways between neurons in your brain can be strengthened over time. Simple repetition – practising retrieving a memory over and over again – is the best form of consolidating information. You need to try and revise each 'I can statement…' at least three times.

	Revision content	**Clip References**	**1**	**2**	**3**
The Body in Action	Skeletal Structure and Function	• GCSE PE Blue Folder • http://www.bbc.co.uk/education/guides/zkpv4wx/revision • Back of student planner • CGP Revision Guide			
	Synovial Joints	• GCSE PE Blue Folder • http://www.bbc.co.uk/education/guides/zkpv4wx/revision/3 • CGP Revision Guide			
	Movements at Joints	• GCSE PE Blue Folder • CGP Revision Guide			
	Names & Functions of Muscles	• GCSE PE Blue Folder • http://www.bbc.co.uk/education/guides/z8n39j6/revision/3 • CGP Revision Guide			
	Muscles in Action	• GCSE PE Blue Folder • http://www.bbc.co.uk/education/guides/z8n39j6/revision/3 • CGP Revision Guide			
	Levers	• GCSE PE Blue Folder • http://www.bbc.co.uk/schools/gcsebitesize/design/systemscontrol/mechanismsrev1.shtml • http://www.slideshare.net/klharrison/biomechanics-1-levels-and-planes-axes • A1 GCSE PE Poster (0.26) • CGP Revision Guide			
	Planes and Axes	• GCSE PE Blue Folder • http://www.bbc.co.uk/bitesize/standard/pe/skills/mechanical_principles/revision/2/ • CGP revision guide • A1 GCSE Poster (0.26)			
	Structure of the Heart and Pathway of the Blood	• GCSE PE Blue Folder • http://www.bbc.co.uk/schools/gcsebitesize/pe/appliedanatomy/0_anatomy_circulatorysys_rev2.shtml • CGP Revision Guide			

Memorisation

You must memorise…

Names of the bones

Functions of the skeleton

Names and locations of the 11 key muscle groups

6 movements at ball and socket joints and 2 movements at hinge joints

3 types of levers

Application of all, to specific sporting actions

Geography

Science has proved that pathways between neurons in your brain can be strengthened over time. Simple repetition – practising retrieving a memory over and over again – is the best form of consolidating information. You need to try and revise each 'I can statement…' at least three times.

Revision content	1	2	3
I can describe the global pattern of urban change			
I can explain the factors which have influenced the rate of urbanisation			
I can describe the features of urban sustainable living			
I can give an example of how an area has tried to conserve water			
I can give an example of how an area has tried to improve waste recycling			
I can give an example of how an area has tried to create green space			
I can give an example of how urban transport areas are being used to reduce congestion in an urban area			
I can define the term LIC			
I can define the term NEE			
I can recognise the characteristics of a LIC			
I can recognise the characteristics of a NEE			
I can compare the characteristics of LIC and NEE			
I can explain why Brazil is important internationally			
I can explain why Rio is important to the rest of Brazil			
I can explain the social opportunities that urban growth provides			
I can explain the economic opportunities that urban growth provides			
I can describe the problems caused by urban growth			
I can explain the methods which are used to overcome the issues caused by urban growth			
I can describe the problems that arise in squatter settlements			
I can explain how squatter settlements can be improved			
I can describe the environmental impacts of urban growth			
I can explain how crime can be reduced in a NEE city			
I can explain how traffic congestion can be reduced in a city			
I can define an ecosystem			
I can describe the features of a small scale ecosystem			
I can explain how different elements of an ecosystem are interlinked			
I can explain the impact of a change on an ecosystem			
I can describe the distribution of different ecosystems			
I can define the term 'tropical rainforest'			
I can describe the characteristics of rainforest plants			
I can explain how plants and animals adapt to survive in the rainforest			
I explain how nutrients are cycled within a rainforest			
I can explain how water moves through an ecosystem			
I can identify the layers of the rainforest			
I can explain the causes of deforestation			
I can explain the impacts of deforestation			
I can explain the different approaches which can be taken to manage a forest			

Key terms and definitions

Using subject specific terminology in your exam answers increases your chances of being awarded higher grades.

Complete the table below to give the definition of each of the key terms provided

Key term	Definition
Urbanisation	
Urban	
Rate	
Trend	
Mega-cities	
Sustainable	
Conservation	
Recycling	
Congestion	
Lower Income Countries	
Newly Emerging Economies	
Social	
Economic	
Environmental	
Squatter settlement	
Crime	
Traffic Congestion	
Sustainable	
Self-help scheme	
Urban Industrial Areas	
Air pollution	
Stimulus	
Opportunities	
Challenges	
Ecosystem	
abiotic	
biotic	
decomposers	

biome	
habitat	
adaptations	
producers	
consumers	
food chain	
food web	
scavengers	
nutrient cycling	
climate	
tropical rainforest	
stratification	
canopy	
biomass	
biodiversity	
deforestation	

Memorisation

You must memorise…

All case study facts for NEE city case study

All examples of urban transport strategies used to reduce congestion in Nottingham

The characteristics of LICS and NEES

Factors which influence rates of urbanisation

The causes of deforestation

The impacts of deforestation

Year 9 Assessment timetable – WC Monday 20th November 2017

Week 1

Monday 20th November 2017

Mon:Reg	Mon:1	Mon:2	Mon:3	Mon:4	Mon:5	Mon:6	Mon:7	Mon:8	Mon:9
Tutor sets	Maths Non-calculator 1 hour 30 mins Main Hall					History 50 minutes Main Hall			Enrichment

Tuesday 21st November 2017

Tue:Reg	Tue:1	Tue:2	Tue:3	Tue:4	Tue:5	Tue:6	Tue:7	Tue:8	Tue:9
Tutor sets	Spanish 45 minutes Main Hall			Physics 1 hour Main Hall					Study

Wednesday 22nd November 2017

Wed:Reg	Wed:1	Wed:2	Wed:3	Wed:4	Wed:5	Wed:6	Wed:7	Wed:8	Wed:9
Tutor sets	English - Reading 1 hour Main Hall			Philosophy and Ethics Short Course 45 minutes Main Hall					Enrichment

Thursday 23rd November 2017

Thu:Reg	Thu:1	Thu:2	Thu:3	Thu:4	Thu:5	Thu:6	Thu:7	Thu:8	Thu:9
Tutor sets	Geography 1 hour Main Hall					Chemistry 1 hour Main Hall			Study

Week 2

Monday 27th November 2017

Mon:Reg	Mon:1	Mon:2	Mon:3	Mon:4	Mon:5	Mon:6	Mon:7	Mon:8	Mon:9
Tutor sets	Biology 1 hour Main Hall					Maths - Calculator 1 hour 30 mins Main Hall			Enrichment

Tuesday 28th November 2017

Tue:Reg	Tue:1	Tue:2	Tue:3	Tue:4	Tue:5	Tue:6	Tue:7	Tue:8	Tue:9
Tutor sets	Philosophy and Ethics **Full Course** **1 hour** Main Hall								Study

Thursday 30th November 2017

Thu:Reg	Thu:1	Thu:2	Thu:3	Thu:4	Thu:5	Thu:6	Thu:7	Thu:8	Thu:9
Tutor sets	English - Writing 45 minutes Main Hall						PE 45 minutes Main Hall		Study

Friday 1st December 2017

Fri:Reg	Fri:1	Fri:2	Fri:3	Fri:4	Fri:5	Fri:6	Fri:7		
Tutor sets	Music 1 hour 15 minutes Main Hall								