

# Assessment Week Term 3 - End of Year Exams 2018/19

## Information for students, parents & carers - YEAR 9

End of Year Exams begin on Monday 17th June for Year 9

| Subject                        | Topics to revise   | Resources, further information and support  |
|--------------------------------|--|---|
| <b>Art</b>                     | <p><b>Observational Drawing Project</b><br/>                     Students will not complete an assessment. The work completed as part of the project will be assessed by their class teacher.<br/>                     They will be assessed Using the AQA Assessment Objectives:<br/>                     -AO1: Develop ideas through investigation, demonstrating critical understanding of sources.<br/>                     -AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes.<br/>                     -AO3: Record ideas, observations and insights relevant to intentions as working progresses.<br/>                     -AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p> | <p><a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a></p> <p><a href="http://www.bbc.co.uk/education/subjects/z6hs34j">http://www.bbc.co.uk/education/subjects/z6hs34j</a></p> <p><a href="http://www.techradar.com/how-to/photography-video-capture/cameras/10-rules-of-photo-composition-and-why-they-work-1320770">http://www.techradar.com/how-to/photography-video-capture/cameras/10-rules-of-photo-composition-and-why-they-work-1320770</a></p> <p><a href="http://www.youtube.com/watch?v=M_WhBvXRmUY">www.youtube.com/watch?v=M_WhBvXRmUY</a></p> <p><a href="https://uk.pinterest.com/explore/gcse-art-sketchbook/">https://uk.pinterest.com/explore/gcse-art-sketchbook/</a></p> |
| <b>Business Studies (BTEC)</b> | <p><b>Exploring Enterprises</b><br/>                     Students will be assessed on their progress with Component 1 Assignment 1. Section A is based on the activities, aims and purpose of two contrasting local enterprises. Section B is based on market research and competitor analysis.</p>  | <p><a href="https://www.bbc.com/bitesize/guides/z8c9jxs/revision/1">https://www.bbc.com/bitesize/guides/z8c9jxs/revision/1</a></p>  |
| <b>Construction</b>            | <p><b>Safety and Security in Construction</b><br/>                     Health and Safety signs<br/>                     Fire extinguisher colour coding<br/>                     Identification of hazards, risks and control measures<br/>                     Health and safety legislation.</p>   | <p>Students will be provided with revision materials and class notes in preparation for the exam.</p>   |
| <b>Computing</b>               | <p><b>Binary arithmetic</b><br/>                     Including overflow, and conversion from one number base to another<br/> <b>Logic gates</b><br/>                     Truth tables for AND, OR and NOT gates, and combining these gates<br/> <b>Data Storage and Compression</b><br/>                     Including RLE, lossy and lossless compression</p>   | <p>Students will be provided with revision materials by their Computing teacher.</p>  |
| <b>Drama</b>                   | <p><b>Component 3: Written Assessment (70mins)</b><br/>                     Students will answer a full Section A based on the set Text of DNA by Dennis Kelly.</p> <p><b>Component 2: Text into performance</b><br/>                     Students will perform a section from the play DNA by Dennis Kelly. This can be a monologue, duologue or group performance.<br/>                     This builds on skills developed in the performance from the text in Term 1 (Beasts and Beauties)</p>   | <p><a href="https://revisionworld.com/gcse-revision/english-literature/dna-dennis-kelly/characters">https://revisionworld.com/gcse-revision/english-literature/dna-dennis-kelly/characters</a><br/>                     Students can take their files home to revise from.</p> <p>Students will have some homework time to learn their lines.</p>   |

|                               |   |   |
|-------------------------------|---|---|
| <p><b>English</b></p>         | <p><b>English Literature: AQA English Literature Paper 1 Section A: Shakespeare</b><br/>Students will respond to an exam question on either 'Macbeth' or 'Romeo and Juliet'.</p> <p><b>English Language: AQA English Language Paper 2</b><br/>Questions 1-4 on two non-fiction texts and writing to persuade/argue/present a viewpoint.</p>   | <p>Macbeth:<br/><a href="https://www.sparknotes.com/shakespeare/macbeth/">https://www.sparknotes.com/shakespeare/macbeth/</a><br/><a href="https://www.bbc.com/bitesize/topics/zgq3dmn">https://www.bbc.com/bitesize/topics/zgq3dmn</a><br/><a href="https://www.shmoop.com/macbeth/">https://www.shmoop.com/macbeth/</a></p> <p>Romeo and Juliet:<br/><a href="https://www.bbc.com/bitesize/topics/zykncwx">https://www.bbc.com/bitesize/topics/zykncwx</a><br/><a href="https://www.sparknotes.com/shakespeare/romeojuliet/">https://www.sparknotes.com/shakespeare/romeojuliet/</a><br/><a href="https://www.shmoop.com/romeo-and-juliet/">https://www.shmoop.com/romeo-and-juliet/</a></p> <p>English Language:<br/><a href="https://www.bbc.com/bitesize/topics/z34dycw">https://www.bbc.com/bitesize/topics/z34dycw</a><br/><a href="https://www.bbc.com/bitesize/guides/ztwtbnk/revision/1">https://www.bbc.com/bitesize/guides/ztwtbnk/revision/1</a></p>   |
| <p><b>Ethics (R.E.)</b></p>   | <p><b>Component 2: Issues of Christianity - Christian Beliefs</b><br/>Nature of God<br/>Trinity<br/>Jesus - incarnation, atonement, resurrection<br/>The Seven Sacraments<br/>Evangelism</p> <p><b>Component 3: Issues of a world religion - Islamic beliefs</b><br/>Mohammad<br/>Allah<br/>The Qur'an<br/>Angels<br/>Prophets</p> <p><b>Component 1: Themes - Issues of Life and Death</b><br/>Euthanasia<br/>Abortion<br/>Afterlife<br/>Stewardship<br/>Creation</p> <p><b>Component 1: Themes - Issues of Relationships</b><br/>Homosexuality<br/>Roles of men and women in religion and society<br/>Marriage<br/>The family</p> | <p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=724">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=724</a><br/><a href="http://www.bbc.co.uk/religion/religions/christianity/beliefs/basics_1.shtml">http://www.bbc.co.uk/religion/religions/christianity/beliefs/basics_1.shtml</a><br/><a href="http://www.bbc.co.uk/religion/religions/christianity/">http://www.bbc.co.uk/religion/religions/christianity/</a></p> <p><a href="https://www.bbc.com/bitesize/topics/z3gmhv4">https://www.bbc.com/bitesize/topics/z3gmhv4</a><br/><a href="https://www.bbc.co.uk/religion/religions/islam/history/muhammad_1.shtml">https://www.bbc.co.uk/religion/religions/islam/history/muhammad_1.shtml</a></p> <p><a href="http://www.nhs.uk/Conditions/Euthanasiaandassistedsuicide/Pages/Introduction.aspx">http://www.nhs.uk/Conditions/Euthanasiaandassistedsuicide/Pages/Introduction.aspx</a><br/><a href="http://www.bbc.co.uk/education/guides/z3fbwmn/revision">http://www.bbc.co.uk/education/guides/z3fbwmn/revision</a><br/><a href="http://www.bbc.co.uk/ethics/animals/rights/speciesism.shtml">http://www.bbc.co.uk/ethics/animals/rights/speciesism.shtml</a><br/><a href="http://www.dignityindying.org.uk/about-us/">http://www.dignityindying.org.uk/about-us/</a><br/><a href="https://humanism.org.uk/campaigns/public-ethical-issues/assisted-dying/">https://humanism.org.uk/campaigns/public-ethical-issues/assisted-dying/</a></p> <p><a href="https://www.bbc.com/bitesize/guides/zqd7sbk/revision/1">https://www.bbc.com/bitesize/guides/zqd7sbk/revision/1</a><br/><a href="https://www.bbc.com/bitesize/topics/z7q4pg8">https://www.bbc.com/bitesize/topics/z7q4pg8</a><br/><a href="https://www.bbc.com/bitesize/topics/zvvtkmn">https://www.bbc.com/bitesize/topics/zvvtkmn</a></p> |
| <p><b>Food Technology</b></p> | <p><b>Hygiene and Safety</b><br/><b>Nutrition and 'The Eatwell Guide'</b><br/><b>Nutrients</b><br/><b>Functions of Ingredients</b><br/><b>Knife Skills</b><br/><b>Food Provenance and Seasonality</b><br/><b>Diet Through Life Stages</b><br/><b>Special Diets</b><br/><b>Food Choice</b></p>   | <p>The Eatwell Guide:<br/><a href="https://www.bbc.com/bitesize/guides/z8rqw6f/revision/1">https://www.bbc.com/bitesize/guides/z8rqw6f/revision/1</a></p> <p>Food and Nutrition:<br/><a href="http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=20&amp;sectionId=129&amp;contentId=800">http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=20&amp;sectionId=129&amp;contentId=800</a></p> <p>Food Provenance and Seasonality:<br/><a href="https://www.fairtrade.org.uk/Buying-Fairtrade">https://www.fairtrade.org.uk/Buying-Fairtrade</a></p> <p>Diet Through Life Stages:<br/><a href="https://www.bbc.com/bitesize/guides/z7yttv4/revision/1">https://www.bbc.com/bitesize/guides/z7yttv4/revision/1</a></p> <p>Food Choice:</p>   |

|                  |   |   |
|------------------|---|---|
|                  |   | <p><a href="https://www.bbc.com/bitesize/guides/z7fw7p3/revision/1">https://www.bbc.com/bitesize/guides/z7fw7p3/revision/1</a></p> <p>Students should also use their resources made in homework revision books, revision guides and workbooks.</p>  |
| <b>French</b>    | <p><b><u>Theme 1 - Identity and Culture</u></b></p> <ul style="list-style-type: none"> <li>- Yourself and others</li> <li>- Free time activities</li> </ul> <p><b><u>Theme 2 - Local, National and International Areas of Interest</u></b></p> <ul style="list-style-type: none"> <li>- Where you live</li> </ul> <p>As well as being able to use and understand topic specific vocabulary across these different topic areas, pupils will also need to show an understanding of and the ability to use a range of high frequency verbs in different structures (present tense, future / conditional tense, past tense, verb + infinitive), sentence structures (simple, complex, compound, subordinating, embedded), discourse markers, temporal adverbs, conjunctions, agreement of gender with nouns and adjectives, subject pronouns and possessive pronouns.</p>   | <p>Students will have the necessary language in their exercise books and will be given vocabulary lists for the main topic areas.</p> <p><a href="https://www.memrise.com/course/1616714/studio-gcse-french-module-4/">https://www.memrise.com/course/1616714/studio-gcse-french-module-4/</a> to revise vocab.</p> <p><a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> to practise listening and reading as well as vocab learning and self testing.</p> <p>Cheat sheet for key verbs in different tenses.</p> |
| <b>Geography</b> | <p><b><u>Paper 1 Living with the physical environment</u></b></p> <p><b><u>Hazards:</u></b><br/> What is a natural hazard?<br/> Plate boundaries, causes, effects and responses of earthquakes (Haiti and Christchurch), planning, predicting and preparing for tectonic hazards, living with tectonic hazards, causes, effects and responses of tropical storms (Hurricane Katrina), the changing nature of tropical storms, causes, evidence, effects and management of climate change</p> <p><b><u>Living world (including cold environments)</u></b><br/> Characteristics and locations of major biomes, UK ecosystems (freshwater). Tropical rainforests: characteristics and interdependence of tropical rainforests, adaptations of plants and animals, causes and impacts of deforestation in Malaysia, strategies to manage tropical rainforests. Cold environments: Characteristics of cold environments, plant and animal adaptations, opportunities and challenges in Svalbard, management strategies in cold environments.</p> <p><b><u>Coasts</u></b><br/> Overview of UK physical landscapes, coastal processes, rock type and coastal landforms, characteristics and formation of erosional and depositional landforms (the Holderness Coastline), hard engineering, soft engineering and managed retreat and an example at the Holderness coastline.</p> | <p>Use of revision guide and practice questions on Google Classroom</p>   |

|                               |   |   |
|-------------------------------|---|---|
| <b>Health and Social Care</b> | <b><u>Human Lifespan Development</u></b><br>Students will be assessed on their progress with Assignment 1. In this assignment they will discuss the growth and development of an individual across each of the different life stages (physical, intellectual, emotional and social development). They will also investigate factors affecting growth and development.   | Students need to focus on a specific individual. They will need to carry out independent research outside of lessons to support their assignment work. They will be given guidance on how to do this by their class teacher.  |
| <b>History</b>                | <b><u>Crime and punishment, c1000-1900</u></b><br><br>Crime, law enforcement and punishment in medieval England (1000-1500), early modern England (1500-1700), industrial Britain (1700-1900)<br>Key skills: describe features (4 marks), explain why (12 marks), balanced argument (16 marks, plus 4 SPaG marks)<br><br>Anglo-Saxon England 1060-1066: society, Godwin family, battles of 1066<br>Key skill: balanced argument (16 marks)  | Students should take their exercise books home to revise and will create some revision materials in class which should also be taken home to complete and use to test themselves.<br><br><a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</a><br><a href="https://drive.google.com/open?id=1iSOycztf4JkMf9rtmGrpTXiRImXnlnH8">https://drive.google.com/open?id=1iSOycztf4JkMf9rtmGrpTXiRImXnlnH8</a>   |
| <b>Maths</b>                  | The topics you will need to revise depend on the class you are in. Students in classes Sets 2, 3, 4, 5 and 6 need to revise topics from Justmaths SUPER SIXTY.<br><br><a href="#">SUPER SIXTY</a><br><br>Students in Set 1 should revise topics including Area, Surface Area and volume of complex shapes, expanding double brackets, factorising quadratics, simplifying algebraic fractions and also the topics from the SUPER SIXTY  | Students should use the following websites to aid their revision:<br><br><a href="http://www.mathswatchvle.com">www.mathswatchvle.com</a><br><br><a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a><br><br><a href="http://www.Online.justmaths.co.uk">www.Online.justmaths.co.uk</a><br><br><a href="http://www.corbettmaths.com/">www.corbettmaths.com/</a><br><br>Seneca Learning - Edexcel Maths course<br><a href="https://senecalearning.com/">https://senecalearning.com/</a>  |
| <b>Photography</b>            | <b><u>Forced Perspective</u></b><br>Students will not complete an assessment. Their digital sketchbooks will be assessed by their class teacher during assessment week. They will be assessed Using the AQA Assessment Objectives:<br>-AO1: Develop ideas through investigation, demonstrating critical understanding of sources.<br>-AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media materials, techniques and processes.<br>-AO3: Record ideas, observations and insights relevant to intentions as working progresses.<br>-AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. | <a href="http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206">http://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206</a><br><br><a href="http://www.youtube.com/playlist?list=PLEd8698F06B3DAE54">www.youtube.com/playlist?list=PLEd8698F06B3DAE54</a><br><br><a href="http://www.gcsephotography.co.uk/">http://www.gcsephotography.co.uk/</a><br><br><a href="http://www.techradar.com/how-to/photography-video-capture/cameras/10-rules-of-photo-composition-and-why-they-work-1320770">http://www.techradar.com/how-to/photography-video-capture/cameras/10-rules-of-photo-composition-and-why-they-work-1320770</a><br><br><a href="http://www.studentartguide.com/articles/photography-sketchbook-ideas">http://www.studentartguide.com/articles/photography-sketchbook-ideas</a><br><br><a href="https://uk.pinterest.com/explore/photography-sketchbook/">https://uk.pinterest.com/explore/photography-sketchbook/</a> |

|                                  |  |   |
|----------------------------------|--|---|
| <p><b>Science (Combined)</b></p> | <p><b>Physics</b><br/>         -Topic 1: Key concepts in physics<br/>         -Topic 2: Forces and motion<br/>         -Topic 3: Conservation of energy<br/>         -Topic 4: Waves</p> <p><b>Biology</b><br/>         -Topic 1: Key concepts in biology<br/>         -Topic 2: Cells and control</p> <p><b>Chemistry</b><br/>         -Topic 1: Key concepts in chemistry<br/>         -Topic 2: States of matter and mixtures</p> | <ol style="list-style-type: none"> <li>1. Revision guides and workbooks can be bought for a discount through school for CGP combined science; physics, chemistry biology or separate science (be careful as combined science books will not contain all needed info for separate science)<br/> <a href="https://www.cgpbooks.co.uk/School/books_gcse_science.books_gcse_science_edexcel_revision">https://www.cgpbooks.co.uk/School/books_gcse_science.books_gcse_science_edexcel_revision</a></li> <li>2. Tassomai – students all have a personal log in for the website or can use the app. They should do a minimum of their daily goal. This is issued as homework and revision because it works so well<br/> <a href="https://www.tassomai.com/private">https://www.tassomai.com/private</a></li> <li>3. Revision past paper booklets and past paper question support. Available by asking your teacher or any science staff. These are already printed and ready to go!</li> <li>4. Gojimo app or online version - free multi choice quizzes which are exam board specific<br/> <a href="http://app.gojimo.co/qualifications/">http://app.gojimo.co/qualifications/</a></li> <li>5. Ted ED science education videos on YouTube</li> <li>6. Seneca online science course – notes and explanations of common science concepts. Which are exam board specific<br/> <a href="https://senecalearning.com/">https://senecalearning.com/</a></li> <li>7. Fuse school revision videos on YouTube</li> <li>8. S-cool revision resources - notes and explanations of common science concepts. Not exam board specific<br/> <a href="https://www.s-cool.co.uk/gcse">https://www.s-cool.co.uk/gcse</a></li> <li>9. BBC bitesize – notes, explanations and quizzes of common science concepts. Which are exam board specific<br/> <a href="https://www.bbc.co.uk/education/subjects/zrkw2hv">https://www.bbc.co.uk/education/subjects/zrkw2hv</a></li> <li>10. Grade Gorilla – physics only notes and multi choice quizzes<br/> <a href="https://gradegorilla.com/index.php">https://gradegorilla.com/index.php</a></li> <li>11. Revision science - notes and explanations of common science concepts. Not exam board specific<br/> <a href="https://revisionscience.com/">https://revisionscience.com/</a></li> <li>12. My GCSE science.com – paid set of resources and revision question materials<br/> <a href="https://www.my-gcse-science.com/">https://www.my-gcse-science.com/</a></li> </ol> |
|----------------------------------|--|---|

|                           |   |  |
|---------------------------|---|--|
| <b>Science (Triple)</b>   | <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>-Topic 1: Key concepts in physics</li> <li>-Topic 2: Forces and motion</li> <li>-Topic 3: Conservation of energy</li> <li>-Topic 4: Waves</li> </ul> <p><b>Biology</b></p> <ul style="list-style-type: none"> <li>-Topic 1: Key concepts in biology</li> <li>-Topic 2: Cells and control</li> <li>-Topic 3: Genetics</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>-Topic 1: Key concepts in chemistry</li> <li>-Topic 2: States of matter and mixtures</li> </ul> | <ol style="list-style-type: none"> <li>1. Revision guides and workbooks can be bought for a discount through school for CGP combined science; physics, chemistry biology or separate science (be careful as combined science books will not contain all needed info for separate science)<br/><a href="https://www.cgpbooks.co.uk/School/books_gcse_science_books_gcse_science_edexcel_revision">https://www.cgpbooks.co.uk/School/books_gcse_science_books_gcse_science_edexcel_revision</a></li> <li>2. Tassomai – students all have a personal log in for the website or can use the app. They should do a minimum of their daily goal. This is issued as homework and revision because it works so well<br/><a href="https://www.tassomai.com/private">https://www.tassomai.com/private</a></li> <li>3. Revision past paper booklets and past paper question support. Available by asking your teacher or any science staff. These are already printed and ready to go!</li> <li>4. Gojimo app or online version - free multi choice quizzes which are exam board specific<br/><a href="http://app.gojimo.co/qualifications/">http://app.gojimo.co/qualifications/</a></li> <li>5. Ted ED science education videos on YouTube</li> <li>6. Seneca online science course – notes and explanations of common science concepts. Which are exam board specific<br/><a href="https://senecalearning.com/">https://senecalearning.com/</a></li> <li>7. Fuse school revision videos on YouTube</li> <li>8. S-cool revision resources - notes and explanations of common science concepts. Not exam board specific<br/><a href="https://www.s-cool.co.uk/gcse">https://www.s-cool.co.uk/gcse</a></li> <li>9. BBC bitesize – notes, explanations and quizzes of common science concepts. Which are exam board specific<br/><a href="https://www.bbc.co.uk/education/subjects/zrkw2hv">https://www.bbc.co.uk/education/subjects/zrkw2hv</a></li> <li>10. Grade Gorilla – physics only notes and multi choice quizzes<br/><a href="https://gradedgorilla.com/index.php">https://gradedgorilla.com/index.php</a></li> <li>11. Revision science - notes and explanations of common science concepts. Not exam board specific<br/><a href="https://revisionscience.com/">https://revisionscience.com/</a></li> <li>12. My GCSE science.com – paid set of resources and revision question materials<br/><a href="https://www.my-gcsescience.com/">https://www.my-gcsescience.com/</a></li> </ol> |
| <b>Sport OCR National</b> | <p>You will need to revise:</p> <ol style="list-style-type: none"> <li>1. Different user groups that participate in sport.</li> <li>2. Possible barriers which affect participation in sport.</li> <li>3. The solutions to barriers which affect participation in sport.</li> <li>4. Factors which can impact the popularity of sport in the UK.</li> <li>5. Current trends in the popularity of different sports in the UK.</li> <li>6. Growth of new/emerging sports &amp; activities in the UK</li> </ol>  | <p>To aid you with revision you should refer to the notes in your class folders and the revision sheets.</p> <p>Review the exams we have completed in the lesson and the model answers you have been given to ensure you are consistently using good exam technique.</p>   |