

# **SUMMER 2025 ASSESSMENTS**

## **REVISION LISTS**

### **FOR YEAR 9 STUDENTS**



**Our Lady and St Patrick's College, Knock**

**Student Name:** \_\_\_\_\_

**Tutor Group:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_



Dear Year 9 Student

**Year 9 Summer Examinations:  
Wednesday 21<sup>st</sup> May – Wednesday 28<sup>th</sup> May 2025**

You will recall from your Ready, Steady, Study! Course with LearnSpark the importance of having a routine and being organised to prepare for exams. Your Year 9 summer examinations are now approaching and your subject teachers have provided this booklet with useful revision lists for every subject to help you prepare.

Over the next few weeks, I would ask you to work through these revision lists with your parents and mark off each revision point for a subject when you have revised it. A blank study timetable is also included at the end of the booklet so that you may allocate a set time to each subject. Remember to devote a minimum of 2 hours every night and make sure that all subjects are covered thoroughly.

In school your Tutor and subject teachers will use this booklet to answer any queries you may have and give you additional support. It is very important that you bring this booklet to school every day and that you keep it in good condition.

I have to admit that I have high hopes for every Year 9 student in the summer examinations this year. As a year group you now have experience of assessments from last year and can plan accordingly. As Year 9 students you are also more mature and responsible which means that you are able to identify the areas which require extra attention and take appropriate action. There is no excuse for not making a big effort in all your subjects!

When you receive your results, remember that your marks may not always reflect your efforts or ability. Due to the nature of exams, many able students will be below the Year Group Average. Just do your very best!

Finally, I am confident that this booklet and a dedicated approach to your study will ensure that you do yourself justice in the summer examinations. If you have any queries, please do not hesitate to ask your Tutor or subject teachers for help.

Good luck!

*Michaela Collins*

Ms Collins  
Vice-Principal Curriculum and Assessment

## A PRAYER FOR SUCCESS IN EXAMINATIONS

### A Prayer to St Joseph of Cupertino

*O Great St Joseph of Cupertino,  
who by your prayer did obtain the grace of God  
to be asked in your examination only the questions which you knew.  
Grant me success, like you, in this examination for which I am preparing.  
In return I promise to make your name known and cause you to be invoked.  
O Great St Joseph of Cupertino grant my request, Amen.*

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# **Study Skills Programme - Learning Points**

## **Brainiac**

### **Demystifying the Brain**

- All learning takes place in the brain. The brain is very powerful and will continue to learn and grow throughout your life, as long as you challenge it.

### **The Power of Repetition**

- 24:7:4 – Revising your learning from school within 24 hours of you receiving the information and again 7 days after and again 4 weeks later will strengthen the neuron connections in your brain and strengthen your learning.
- Remember the saying ‘Practice Makes Permanent’.

### **How We Learn**

- The brain takes in information in different ways. Some people have a preferred learning style E.g. Visual, Auditory and Kinaesthetic.
- Try to make use of all the learning styles when studying.
- Memory Mapping and Mnemonics are powerful visual tools that will enhance your ability to store and recall your learning.

### **Take Care of Your Brains**

- You need to eat protein, get plenty of sleep and take time to challenge and exercise the brain and the rest of our bodies.

## **MindState**

### **The Power of Intense Emotions**

- Intense emotions can reduce your ability to concentrate and study. So you need to learn to keep control of them. Try the following when they are intense:
  - Identify the emotion
  - Identify the intensity of the emotion
  - Identify the cause of the intensity
  - Identify the solution (Immediate and Short Term)

### **The Right State of Mind**

- To study effectively you must be in the right state of mind – Alpha (“At Ease Alice”) is considered to be the most effective (Calm and relaxed).
- You have the power to change your state through methods such as listening to appropriate music and using various mind exercises.

## **Ready Steady Study**

### **Positive Thinking**

- Believe in yourself and your ability to study, learn, grow and achieve your dreams and ambitions.
- Think about your own internal self talk. Use words about yourself that are encouraging and build your self-confidence.
- Don’t let others negatively influence your belief in yourself.

### **Have A Routine and Be Organised**

- Organise your notes and the space you are working in.
- Take time to study – Don’t rush it.
- If possible work at a desk or kitchen table.
- If possible make sure the lighting is good.
- Reduce the noise around you, unless it’s study-enhancing music.
- Under no circumstances go onto social networking sites.

## **Year 9 Art and Design**



Continuous Assessment takes place within Art and Design throughout the academic year.

Sketchbooks are marked, monitored and feedback given to each pupil.

The Summer Assessment will include overall marks from work completed in your sketchbook.

Your final grade will be based on continuous assessment of the work completed in your sketchbook. This will include:

- Observational drawings,
- Design ideas,
- Annotation
- Artists/contextual reference pages based on the theme of Under the Sea.

Each class may have covered different aspects of the year's curriculum so consideration will be at the discretion of each teacher.

## **Year 9 Drama**

The year 9 Drama assessment will be in two parts: Performance and Evaluation.



### **Performance:**

You will prepare a performance piece (*solo, duologue or class choral speaking*) in relation to the playscript "Stone Cold" by Joe Standerline.

### **Evaluation:**

You will write a short evaluation focusing on different aspects of your performance; including vocal and physical interpretations of your role. You will also evaluate the successes of your piece and where improvements could be made.

### **Assessment Objectives:**

- To engage with a published text
- To adopt a role, creating clear distinct characters
- To be able to perform dialogue from memory
- To use drama forms and strategies effectively to explore and present ideas
- To develop speaking and listening skills

### **Revision/Preparation Activities**

- Learn your lines <https://dramaresource.com/12-tips-for-learning-lines/>.
- Read and study the Drama Department's 'Key Subject Vocabulary' booklet which will be shared on class teams. This will allow you to use subject specific vocabulary when writing your evaluation.

## Year 9 English

There will be 2 parts to the Year 9 Summer Exam.

### **Reading Section: to be completed during class time 1 hour**

This will assess your understanding of the novel you have been studying this year, 'Animal Farm'. You will be given a question on Chapter 8 and will be expected to produce a response to this question in 1 hour. Students should review all class notes in preparation for this part of the exam.

### **Writing Section: to be completed during the exam week 45 minutes**

This will assess your Personal Writing skills. You should plan your time accordingly:

Planning – 5 mins

Writing the essay – 35 mins

Proof-reading / editing – 5 mins

### **Revision**

1. The Writing section of the exam will test the skills acquired in Term 2 and 3 when you were taught about Personal Writing. You should use the notes and resources given to you to study.
2. Make sure you are aware of the purpose of your writing.
3. Revise ways in which you write an engaging piece of writing. Look at examples given to you by your teacher.
4. Review the work in your goodwork book and the feedback given to you during self and peer-assessment exercises. What were your strengths and weaknesses? Is your work well structured? Can you use an adequately varied range of punctuation, vocabulary, sentence structures? Can you use your knowledge and experience to inform/develop your writing? Do you know how to use your writing to engage the reader?
5. Use your spelling glossary in your goodwork book to learn all spellings you are unsure about ahead of the exam. Make sure all corrections are completed in your goodwork book.
6. Use all handouts and resources given to revise all aspects of grammar and punctuation (full range of punctuation including colon and semi-colon). You should aim to produce writing that uses a range of vocabulary, sentence structure and punctuation for meaning and impact.
7. For the Reading section of the exam, revise all techniques and literary methods studied from Year 8 - 10.
8. Revise all notes given to you by your class teacher on Chapter 8 of the novel.
9. Practise PETAL paragraphs.



# Year 9 French



<b>Examination</b> 25% Speaking, 25% Listening, 50% Reading Comprehension, Translation, Grammar and Writing	
<b>Studio 1 Module 2 Mon collège</b>	
Unit 1 Mes matières	Talking about school subjects
Unit 2 C'est génial	Giving opinions on your subjects
Unit 3 J'ai cours	Describing your timetable Using the 12-hour clock
Unit 4 Au collège en France	Describing your school day Using 'on' to say 'we'
Unit 5 Miam-miam	Talking about food Using the partitive article (du / de la / de l' / des) – some
<b>Studio 1 Module 3 Mes passetemps</b>	
Unit 1 Mon ordi et mon portable	Talking about computers and mobiles
Unit 2 Tu es sportif / sportive	Talking about which sports you play Using 'jouer à'
Unit 3 Qu'est-ce que tu fais?	Talking about activities (du parkour / de la natation) Using the verb 'faire'
Unit 4 J'aime faire ça	Using frequency words (le (samedi) matin / l'après-midi / le soir / le weekend) Saying what you like doing: using 'aimer' + infinitive
Unit 5 Ils sont actifs!	Describing what others do Using 'il / elle / ils / elles'
<b>Studio 1 Module 4 Ma zone</b>	
Unit 1 Là où j'habite	Talking about where you live Using 'il y a / il n'y a pas de'
Unit 2 Perdu dans le parc	Giving directions only (you do <b>not</b> need to know the names of the theme park rides)
Unit 3 Le weekend	Talking about where you go Using 'à + the definite article (je vais <u>au</u> parc / <u>à</u> la piscine)



You will also need to know how to conjugate Regular -er, -ir and -re Verbs. Students should know these infinitives in French and English as well as the relevant endings.

ER VERBS		IR VERBS		RE VERBS	
aimer	to like	finir	to finish	attendre	to wait
commencer*	to start	rougir	to go red/blush	défendre	to defend
détester	to hate	choisir	to choose	répondre	to respond
écouter	to listen	polir	to polish	vendre	to sell
parler	to speak	pâlir	to go pale	perdre	to lose
regarder	to watch				
rester	to stay				
travailler	to work				
trouver	to find				
penser	to think				

Students will have to produce a piece of extended writing on School:

- Introduce yourself (name / age / where you live)
- Talk about your school and the school day
- Talk about your school subjects, including likes and dislikes
- Say where you like to go or what you like to do at the weekend

# Year 9 Geography



## **1. Natural Hazards**

- Describe the structure of the earth.
- Plate Tectonics – Name plates and label on a map.
- Explain why do plates move?
- Explain what happens at a destructive and a constructive plate boundary. Include diagram.
- Label the main features of a volcano.
- Know the positive and negative impacts of volcanoes.
- Know the global distribution of earthquakes.
- Know why and how earthquakes occur and how they are measured by magnitude on a Richter scale.
- Know how to pack an earthquake survival pack and build earthquake proof buildings.
- Know what causes Tsunamis.

## **2. Population**

- What has happened to world population growth?
- Define: birth rate, death rate, natural increase and decrease
- Compare population growth in LEDCs and MEDCs
- Factors that affect birth rate and death rate
- What is population density and distribution?
- Why are some places sparsely populated and some densely populated?
- Drawing a Choropleth map.
- China's one child policy.

## **3. Rocks**

- What are the 3 types of rock and how do each form?
- 2 examples and characteristics of igneous rock, an example in Northern Ireland.
- 2 examples and characteristics of sedimentary rock, an example in Northern Ireland.
- 2 examples and characteristics of metamorphic rock, an example in Northern Ireland.
- How do humans use rocks?

## **4. Fair Trade**

- What is Fairtrade?
- What are the benefits of Fairtrade?

## **5. Map work**

Label countries of Europe.

## Year 9 German

### Structure:

Speaking	25% (completed in Term 2)
Listening	25% (to be completed in class)
Reading	25%
Writing	25%

Question styles: gap-fill, matching, short sentence translation into English, short sentence translation into German, a structured writing task in German.



### Vocabulary:

Chapter 3 vocabulary including genders of nouns  
Chapter 4 vocabulary including gender of nouns  
Chapter 5 vocabulary Unit 1 including gender of nouns  
Vocabulary at end of each chapter in textbook and at back of booklets.

**\*ALL VOCABULARY ON QUIZLET \***

<https://quizlet.com/class/2332303/>

- Verbs: regular endings (e.g ich wohne , du trinkst, er kauft, wir spielen, ihr macht) **Textbook p54**
- Use and position of gern, nicht gern i.e. verb 2nd + gern **Textbook p55, p56**
- Irregular/strong verbs (haben, sein, fahren, sehen, lesen) **p130**
- Use of conjunctions: und, aber, oder, denn, weil\*
- Giving opinions **p56, 76**
- Word order with time adverb - verb **2nd** e.g. Normalerweise sehe ich fern, Um 8 Uhr fahre ich Rad, Am Mittwoch schwimme ich... **p59,78**
- Frequency phrases in a sentence – word order (Manchmal gehe ich/Ich gehe manchmal) **p90**
- Use of subordinating conjunction ,weil‘ – sends verb to the end of the sentence **p77, p90**
- Use of high-frequency intensifiers: sehr, ziemlich, nicht, ein bißchen, echt, wirklich, total, zu **p80**
- Possessive adjectives: mein, dein, sein, ihr **p81**
- Prepositions (in, an, auf, über, unter, neben, zwischen etc...) + dem (masc/neut) or der (fem) **p82**
- Es gibt einen (m) eine (f) ein (n) **p83,91**
- Modal verb: dürfen – infinitive goes to end of sentence **p83, p91**

# Year 9 History

Your summer exam will last 1 hour 15 minutes. To prepare you for the skills you will need at GCSE, it will consist of three sections. You must answer all sections.

**Section 1** Factual Recall questions

**Section 2** Source question

**Section 3** Essay style question or detailed paragraphs.

## **Factual Recall Questions**

This will test your knowledge of the topics covered this year.

## **Source Question**

This will test your understanding of topics covered this year and your skills of analysis. You must read the source and answer the questions which follow. Read the questions carefully. Look at the marks awarded and write more for questions with more marks.

Sample questions are:

- Using Source A and your own knowledge give **one reason** that explains **how...**?
- Using Source B and your own knowledge give **two reasons** that explain **why**?

## **Essay**

This will test your knowledge, understanding and analytical skills. You will be given details to include. Make sure you write about all factors and deal with both sections of the essay. You must include an introduction; write in full paragraphs and add a conclusion. Make sure you have argument throughout.

**Revision List:** Focus on causes, events and consequences of each topic.

## **Unit 1: The Revolutionary Bug**

- The American War of Independence
- The French Revolution
- The Russian Revolution
- The Indian Revolution

## **Unit 2: Rebellion and Revolution in Ireland**

- Long term causes of Partition
- 1798 Rebellion
- Act of Union
- Development of Nationalism
- Development of Unionism

## **Unit 3 World War 1**

- Causes of WW1
- Schlieffen Plan
- Reasons for volunteering
- Reasons for not volunteering
- Trench Life

I must do my revision  
I must do my revision  
I must do my revision  
I must do my revision  
I must do my revision



# Year 9 Home Economics

## Types of questions

- Short factual recall
- Short questions requiring explanation.



## Length of exam paper

You have 45 minutes to answer **all** questions.

Topic	What you need to know
The Eatwell Guide	Reasons why fibre is important Functions and sources of nutrients
The Science in our food	An understanding of the process of yeast bread making Definitions of the key words What is Yeast Conditions needed for Yeast to grow
Are you a clever consumer?	Factors which influence food choice Tips to avoid food waste Being a responsible consumer Consumer Rights Act 2015
Vegetarianism	Types of vegetarians Reasons why people become vegetarians Iron deficiency anaemia Haem and non -haem iron Protein alternatives Nutritional needs of a vegetarian
Allergies & Food Labelling	What is an allergy Symptoms of a food allergy Common allergens Reasons for increase in allergies Definition of Food Intolerance, Lactose Intolerance & Coeliac Disease Anaphylaxis Labelling of allergens
Tricks of the Trade	Where products could be advertised Information legally required on a food label Traffic Light labelling
The Power of Food	Eat well Guide and nutrients 5 ways to reduce the risk of cancer Antioxidants & free radicals How to increase the fibre content of dishes How to modify a recipe to increase the nutritional content Nutritional needs of teenagers

## Revision activities: Use your HE Resource Booklet to revise.

- Read your notes carefully and identify key facts.
- Devise a test of short questions and answers.
- Create a mind map summarising each topic.
- Devise a list of bullet points summarising each topic.
- Complete a glossary of terms for each topic.

# **Year 9 ICT**

## **Types of questions**

- Short factual recall
- Short questions requiring explanation.

## **Length of exam paper**

You have 45 minutes to answer **all** questions.



## **Content of the Assessment**

### **Topic 1 – Networks**

- Students will be expected to describe the main features of a local area network (LAN) and a wide area network (WAN).
- Students will be expected to describe the function of the following network resources: network interface card, network cables, switch and router.
- Students will be expected to describe the following network topologies: Bus, Star and Ring.
- Students will be expected to describe the advantages and disadvantages of using a network in an organisation.

### **Topic 2 – Health and Safety**

- Students will be expected to identify and describe some of the common health and safety problems associated with computer use.
- Students will be expected to describe ways of avoiding these problems.

### **Topic 3 – Game Making in Scratch**

- Students will be expected to correctly explain the purpose of different code blocks in Scratch.

### **Topic 4 – Digital Applications**

- Students will be expected to describe the main features of gaming applications, simulations and mobile phone applications and how they can be used to support education and training, social interactions and work.

### **Topic 5 – Computer Crime**

- Students will be expected to identify common types of computer crime and types of email scams.
- Students will be expected to describe the Computer Misuse Act and examples of computer misuse including hacking and malware.
- Students will be expected to describe identity theft and how to minimise the chance of identity theft.
- Students will be expected to describe Copyright law and some examples of how people may break this law.

## Year 9 Irish



### **An t-am The Clock**

- Learn how to express times.
- Answer the question Cén t-am é?
- How to say at one o'clock, at half past one etc...
- In the exam, you will be asked to write out times in full according to clockfaces or times in figures (e.g. 11.45= Tá sé ceathrú go dtí a dó-dhéag)

### **An Aimsir Chaite- The Past Tense**

- Learn how to form the positive, negative and simple question forms of the Past Tense.  
Example (Glan) I cleaned \_\_\_\_\_  
(Glan) I did not clean \_\_\_\_\_  
(Glan) Did Seán clean? \_\_\_\_\_
- You should learn the rules for the regular (ordinary) verbs first and THEN learn the irregular verbs Bhí/Ní raibh/ An raibh? Etc.
- In the summer exam there will be a section for the past tense regular verbs and a section for irregulars.

### **Oral Work**

- You should learn all your oral answers. You will have to write answers for some of these questions in the writing section of your test.

### **Tá+Ag**

- There will be exercises on the verb "To Have" in Irish, using the structure Tá+Ag and parts of the prepositional pronoun agam, agat etc.

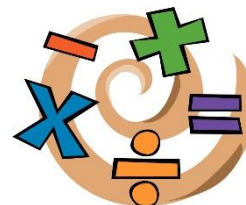
### **Is Maith+Le**

- How to say you like and dislike

### **Vocabulary**

- School Subjects
- Dates
- Prepositions Ag an/Ar an/ Sa/ Faoi.

# Year 9 Mathematics



The topics that may be included in the Year 9 Summer Exam are listed below.

Your teacher will also post a more detailed revision document on MS Teams that will contain links to videos and worksheets that will help you revise.

You will be getting four revision homeworks to complete. These should take you at least one and a half hours per week. Your teacher will work through the solutions to these in class.

The additional information is to help explain the topic and does not indicate potential questions.

Unit	Description	Additional Information
1	Linear Inequalities	<ul style="list-style-type: none"> <li>Solving inequalities including use of a number line</li> </ul>
2	Indices, Standard Form & Rounding	<ul style="list-style-type: none"> <li>Index rules</li> <li>Converting in and out of standard form</li> <li>Rounding with significant figures</li> </ul>
3	Ratio	<ul style="list-style-type: none"> <li>Simplifying ratios and division in a given ratio</li> <li>Proportion</li> </ul>
4	Multiplying & Dividing with Fractions	<ul style="list-style-type: none"> <li>Multiplying and dividing with fractions including mixed numbers</li> <li>Fractions with BIDMAS</li> </ul>
5	Probability	<ul style="list-style-type: none"> <li>Probability of events not happening and sample spaces</li> <li>Expectation</li> </ul>
6	Expressions	<ul style="list-style-type: none"> <li>Multiplying single brackets and simplifying</li> </ul>
7	Circles	<ul style="list-style-type: none"> <li>Circumference and area of circles including compound shapes</li> </ul>
8	Linear Equations	<ul style="list-style-type: none"> <li>Solving equations with brackets and fractions</li> </ul>
9	Fractions, Decimals & Percentages	<ul style="list-style-type: none"> <li>Expressing quantities as fraction or % of another</li> <li>Percentage increase and decrease</li> </ul>
10	Polygons	<ul style="list-style-type: none"> <li>Sum of interior and exterior angles</li> <li>Regular polygons</li> </ul>
11	Sequences	<ul style="list-style-type: none"> <li>Continuing sequences and finding the <math>n^{th}</math> term</li> </ul>
12	Straight Line Graphs	<ul style="list-style-type: none"> <li>Drawing straight lines including horizontal and vertical lines</li> </ul>
13	Simultaneous Equations (Graphical)	<ul style="list-style-type: none"> <li>Solution of simultaneous equations using graphs</li> </ul>
14	Scatter Graphs and Continuous Data	<ul style="list-style-type: none"> <li>Scatter charts</li> <li>Mean from a grouped frequency table</li> </ul>
15	Area and Volume	<ul style="list-style-type: none"> <li>Know how to convert between different units</li> <li>Find the area of triangles, parallelograms and trapezia</li> <li>Find the area of compound shapes</li> <li>Find the volume of a cuboid, prism and cylinder</li> <li>Know and use the formula for density</li> </ul>



## Year 9 Music



The Music Assessment is practical with a discussion about your performance.

- Your performance can be on any instrument that you receive lessons on. You can choose any suitable piece.
- It would be a good idea if you do not play an instrument to play a piece of music on keyboard that you have learnt to play in class.
- If you are a keen singer, you can choose a song to sing but make sure it is at a good standard.
- You should practise thoroughly for this to make sure you get the best mark you can.
- When you have completed your performance you will be asked some questions about how you prepared and why you chose the piece you played.

### **Section 2**

Composition

Your Pentatonic Melody will be assessed.

### **Section 3**

Theory - you will be assessed on a section of the Intermediate level Theory booklet you have been working through in class. You should demonstrate a good knowledge of:

- Note names in the treble cleff.
- Note values: Semibreve, Minim, Crotchet and Quaver.
- Time signatures: 2/4, 3/4 and 4/4.
- Repetition and sequence.
- Italian terms and signs.



# **Year 9 Religious Education**



**Duration:** Your exam will be **1 hour long**.

Your teacher will explain how the exam is structured. They will also give you help and advice on how to approach and structure your answers. This will happen in class in the weeks leading up to the exam.

Pay careful attention to the **Success Criteria** you were given for this topic. It will guide you on what you will be expected to be able to do in the test.

There will be **two** sections on your exam paper:

**Section A** will have two structured questions, each one on a different topic. These structured questions will each have:

- short, knowledge recall questions (5 marks)
- a question where you must show understanding of an element of your learning (5 marks)
- and an evaluation question where you must produce a reasoned argument (5 marks)

**Section B** will be the essay section. You should spend **25 min** on this Section. There will be **one** essay with three parts:

- a) Factual knowledge. It will be extended writing rather than short knowledge recall questions. (5 marks)
- b) Understanding of an element of the topic. (5 marks)
- c) Your ability to present a reasoned argument considering more than one point of view. (10 marks)

## **Revision List:**

### **1. Creation and Environment**

- Creation stories in Christianity, Islam and Hinduism
- The role of humanity as caretakers of the earth (Stewardship and Dominion) in world faiths
- Animal Rights

### **2. Religion: Conflict and Peace**

- Consequences of the Reformation (positive and negative)
- Church layout (church visits)/Orthodox Church
- Religion and War -Just War Theory and reasons why some religious believers accept war
- Religious Pacifism and religious role in building peace

### **3. Morality and Conscience**

- The Adam and Eve Story
- Sin and wrongdoing in world faiths
- Conscience

# Year 9 Science

You will need a calculator, ruler, rubber and pencil/colouring pencils.



## Graphs and Scientific Method

- Drawing bar and line graphs according to the graph check list.
- Describe and explain all aspects of the scientific method for investigations.
- Know how to improve the validity (fair test) and reliability of an experiment.
- Calculate averages for tables of data.
- Recognise and draw hazard symbols.

## Chemistry

- **Separating techniques:** Identify the apparatus used, describe, and explain the methods of separating mixtures: filtration, evaporation, and chromatography.
- **Chemical reactions:** Understand the difference between physical and chemical reactions and exo and endothermic reactions. Know the equation for rusting and methods used to prevent it.
- **Acids and Alkalis:** Know that solutions can be identified as acids, neutral or alkalis using indicators and the pH scale. Describe the colour of universal indicator in a range of pHs. Describe how to make an indicator out of red cabbage. Describe how to neutralise a solution. Give examples of neutralisation in real life.

## Physics

- **Forces:** Recall that forces can be balanced or unbalanced. Appreciate that mass is measured in kilograms or grams and weight is a force measured in Newtons. The Earth's gravitational pull is 10N. Understand that mass does not change on different planets but weight does.
- **Energy:** Recall energy types and how energy is transferred. Draw or complete energy transfer diagrams. List renewable and non-renewable sources of energy and understand the difference between them. Describe how fossil fuels are formed. Explain the advantages and disadvantages of renewable energy.
- **Sound:** Recall that sound is caused by vibrations. Label the parts of the ear and give their functions. Give the causes, symptoms and treatment for some common hearing problems. Describe the bell jar experiment (Pg 56). Define the terms pitch and amplitude. Draw and interpret diagrams of sound waves.
- 

## Biology

- **Food and digestion:** Describe the food tests for sugar/protein/starch/fat. Give the name and function of the 7 parts of a balanced diet. Know what an allergen is, sources of allergens and how to treat allergic reactions. Recall the structure of the teeth, the four types of teeth and describe how tooth decay occurs. Recall that starch is made of sugars, proteins are made of amino acids and fats are made of fatty acids.

## Famous scientists.

- Know the names and the research/work of the famous scientists in each section.

# Year 9 Spanish



## Exam Format

Reading, Writing, Translation 45-minute paper.

### **TOPICAL VOCABULARY – Reading Comprehension**

Module 3 Vocabulary (Workbook Pages 1-2)

**School equipment/ subjects/ School facilities/ lunchtime activities.**

Module 4 Vocabulary (Workbook Pages 28-29)

**Family members/ numbers 0-100/ physical descriptions/ personality**

Module 5 Vocabulary (Workbook Pages 57-58)

**Places in town/ time/ time expressions**

**GRAMMAR – These grammar points will be tested through translation activities.**

1. Regular –AR / -ER / -IR verbs p.22 Workbook
2. Irregular verbs: SER/IR/HACER/JUGAR and IR
3. Agreement of adjectives
4. Using verbs with the INFINITIVE (Me gusta escuchar música)
5. Me gusta/n; Me encanta(n)
6. Definite and indefinite articles (un / una / el / la etc)
7. Possessive adjectives (mi/mis; tu/tus; su/sus)
8. Using SER and ESTAR
9. Saying where you are going to (AL / A LA)

### **Extended Writing:**

Learn one piece of Extended Writing already completed in your workbook.

# **Year 9 Technology and Design**

**You will need a Pencil, Ruler and Colouring in Pencils.  
You must write in pen, draw in pencil and add colour.**



Your summer examination will last 45 minutes.

It will cover the topics from the following booklets:

Technology and Design Year 9 Booklet. Health and Safety from Year 8 Booklet.

## **Topics to revise**

### **1) Health and Safety**

- Safety Symbols - colours, shapes, meanings, and examples
- Safety procedures in the Technology and Design workshop

### **2) Electronics**

- Circuits
- Insulators and Conductors
- Resistors
- Soldering
- Soldering tools
- Soldering flowchart
- Circuit Symbols
- Ohms Law
- LED's
- Switches
- Transistors
- LDR's
- Darlington Pair
- Night Light Circuit

### **3) Manufacturing**

- Vacuum Forming
- Soldering

### **4) Design Question**

#### **Helpful revision resources**

- [Technologystudent.com](http://Technologystudent.com)
- Technology and Design Booklets

#### **Helpful revision activities**

- Create a mind map summarising each topic.
- Devise a list of bullet points summarising each topic.

## Year 9 Revision Timetable

- Outline at least 2 hours of study every day
- Split your time into 6 blocks of 20 minutes
- Specify study time for each subject
- Some extra blocks have been allocated for Saturday and Sunday

Block (20 minutes)	Monday	Tuesday	Wednesday	Thursday	Friday
Block 1					
Block 2					
Block 3					
Block 4					
Block 5					
Block 6					

Block (20 minutes)	Saturday	Sunday	Block (20 minutes)	Saturday	Sunday
Block 1			Block 7		
Block 2			Block 8		
Block 3			Block 9		
Block 4			Block 10		
Block 5			Block 11		
Block 6			Block 12		