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# **YEAR 9 SPRING ASSESSMENTS**

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**Tuesday 6 January 2026 – Friday 16 January 2026**

**Tips on how to revise effectively and  
subject information sheets**





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## Introduction

At Oxted, we understand the importance of working collaboratively with students and parents to ensure the best possible outcomes for our learners. The period leading up to summative assessments represent an important part of your child's educational journey, and your support can make a significant difference in their success.

### **The summative assessments will take place in class from Tuesday 6 January – Friday 16 January 2026**

These assessments offer a valuable opportunity for students to demonstrate their learning and progress. It is vital that all parties work together to help students reach their full potential. The purpose of this handbook is to provide guidance on how you can best support your child at home during their exam preparation.

### **Each subject will provide:**

- A brief overview of what to expect in each assessment
- We want every student to feel confident and take pride in their achievements
- We will also be providing further guidance in class on how to study, developing study skills to prepare for each assessment, this will continue into next year, and beyond as we move towards their GCSE preparations

### **How you can help:**

- **Stay Positive:**  
Reinforce a positive mindset and express belief in your child's ability to succeed
- **Planning and Organising Revision:**  
Effective planning is essential for successful exam preparation. Encourage your child to be strategic and organised in their revision approach
- **SMART Planning:**  
Support your child in creating a simple revision timetable, spreading subjects and topics across manageable periods
- **Record Progress:**  
Encourage keeping a log of completed revision and areas still requiring focus
- **Start Early:**  
Promote the importance of beginning revision well in advance to avoid last-minute stress.

### **Revision Focus for Key Stage 3**

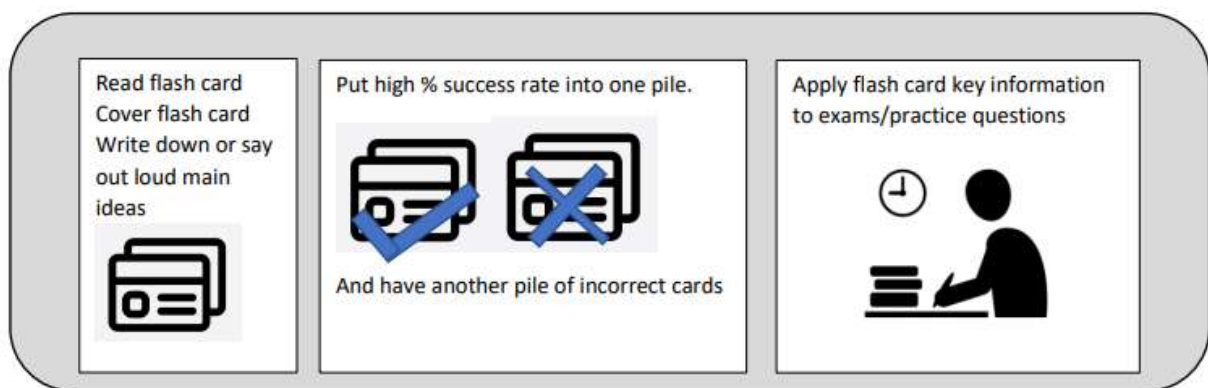
This year we have been offering Year 9 the opportunity to develop revision skills with a focus on one evidenced, tried and tested technique. These were presented in assembly last term, and all staff will share how to apply these techniques to their individual subjects and topics.



## Year 9 Focus - Flashcards:

Support your child by encouraging them to create flash cards on concepts from different topics. This will not only support them to think hard about the topic but also allow them to self-test using flash cards. This will strengthen their memory for the topic and ascertain what they know and don't know yet.

Below is an example of flash card concepts. You can buy plain packs or just cut up some paper into A6.



## Summarisation:

Breaking down topics into concise summaries to reinforce understanding.

By working together and providing the right support at home, you can help your child approach their exams with confidence and achieve their best possible outcomes.

## Prioritising Your Revision

To determine where to focus your time, look at each element of the course and rank them according to your level of confidence:

- I need help with this (make sure you see your teacher)
- I need to learn this as I don't remember it all
- I remember doing this, but I need to revise it
- I know the content of this, but I need to practice exam questions
- I am exam ready



## **Revision Tips for Parents**








Revising for examinations can be stressful, so here are four tips for parents to help their children during revision.

### **What can I do as a parent/carer to support my child?**

1. Ask your child about the revision and independent learning that they are doing each day. Talk to them about what they have enjoyed, what they have found tough, and what they have been proud to achieve this week.
2. Help your child with their retrieval activities. This can be done by quizzing them, asking the questions and checking that their answers include what's written on their flashcards/quiz books. In addition, you can always ask follow-up questions: how? Why? Always?
3. Reassure your child. If they are struggling, or not understanding, remind them that their teacher will always be able to help them the day after. They could also ask a question via ClassCharts.
4. Don't let your child worry too much about mistakes. Mistakes are bound to happen and are all part of a learning process. If they realise that a mistake has been made and can correct it, that's great! Encourage the repetition of the task a couple of days later to check that the repair that they did has stuck.
5. Provide a good environment to revise. The environment should be as quiet as possible and free from distractions. Take their phone from them whilst they are revising so that they are not distracted by it.



## Useful Online Tools and Websites for Revision at KS3 and Beyond

Name	Link	Description
 <b>Seneca</b>	<a href="#"><u>Seneca Learning</u></a>	Interactive, gamified revision for KS3, GCSE, and A-Level. Offers courses tailored to exam boards with videos and quizzes.
 <b>Quizlet</b> <a href="https://quizlet.com">https://quizlet.com</a>	<b>Quizlet</b>	Flashcard-based learning with multiple study modes. Great for memorisation and collaborative learning.
 <b>MindMeister</b>	<b>MindMeister</b>	A tool for creating mind maps to visually organise revision topics and ideas.
	<b>Forest</b>	Helps students stay focused by growing a virtual tree while they study. Great for managing screen time.
	<a href="http://www.educake.co.uk">www.educake.co.uk</a>	Online quizzes for science. Tracks progress and identifies knowledge gaps.
	<a href="#"><u>Oak National Academy</u></a>	Government-backed platform offering structured lessons and resources for KS3
<b>Sparx Maths</b>	Sparx Maths	Personalised Maths homework platform proven to boost grades through intelligent practice.
	BBC Bitesize	All round resources and content rich material, videos, and quizzes.



## Art and Design

### What will the assessment be like?

1. You will be completing a brief analysis of Pop art.
2. You will be creating a Pop art design using all your knowledge of pop art to make an original piece. You will be able to plan this at home and bring your plan into the assessment. In your assessment, you will create a design including colour choices/pattern and detail. You will then develop this into a larger final piece further on, in the project.

Evidence of assessment objectives	POP ART PROJECT
AO1- links to artists and interpretation	Analysis and understanding of pop art and pop artists. How you have interpreted key pop art principles in your own work.
AO2 use of media and creation of ideas	Experimentation with a variety of media and ideas.
AO3 quality of recordings specific to intentions and analysis of ideas	Ability to record ideas linked to pop art principles. Ability to create a personal response.
AO4 outcomes linked to ideas and development	Quality of outcome

### How will I be assessed?

You will be assessed on your knowledge of pop art and how you develop and transform an everyday object into a piece of Pop art using techniques and style to create an original piece of work.

### Websites and links

[Info on Pop art](#)

[Pop art video](#)

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>

<https://theartyteacher.com/art-themes-to-explore-in-gcse-igcse/>

<https://www.studentartguide.com/>



## Computer Science

### What will the assessment be like?

Students will be completing a 40-minute 40-mark online digital test, incorporating all the topics they have learnt in Computer Science lessons while at Oxted School.

### What will I need to study?

You will need to revise content from all the afore mentioned topics. For Year 8 these topics will be, from Year 7, **School Network & E-Safety, Spreadsheets, Scratch Coding**, in addition to Year 8's **Hardware & Software, Cyber Security, Python**, plus Year 9's **HTML**

### How will I access revision materials?

There will be revision materials stored within SharePoint in their Computer Science Classes, allowing students to revise on phones, tablets or computers while outside of school. These will include the lesson PowerPoints, Knowledge Organisers, and via the student's own Classwork Assignments their own Digital Lesson Worksheets.

### Websites and links

#### **BBC Bitesize –**

<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>

#### **W3Schools (Python & HTML) –**

<https://www.w3schools.com/>

#### **Oak Academy –**

<https://www.thenational.academy/teachers/programmes/computing-secondary-ks3/units>



## Dance

**What will the assessment be like?**

The students will perform a set work 'Shadows'

**What will I need to study?**

Students will be taught a piece of choreography by Miss Levitt.  
All students will perform which will be the assessment task.

**How will I access revision materials?**

There are no revision materials, but students are welcome to book the Eden Hall at lunch or after school to rehearse their performances. Students booking the Eden Hall can only use them with the people they are working with and must book in advance.



## Drama

### **What will the assessment be like?**

Due to the completion of a significant unit before Christmas, Year 9 student assessment took place **before Christmas**.

**There will be NO Year 9 Drama assessment within the Year 9 Assessment Week.**

A ClassCharts announcement was sent to parents prior to the November/December Drama assessment to notify parents.

### **What will I need to study?**

Not applicable for this Assessment window.

### **How will I access revision materials?**

Not applicable for this Assessment window.

### **Assessment Criteria**

Assessment criteria for Drama Assessments has been uploaded to the Key Stage 3 Hub.



## English

### What will the assessment be like?

The Year 9 English exam will consist of one key assessment which is an **extract question on William Golding's Lord of The Flies**.

Year 9 will be tested on their ability to **closely analyse language, form, and structure** used by Golding to create meaning. They must also demonstrate understanding of **the text's context**, Post War Britain, and Golding's **intentions**, and **how these influence the characters and themes**. Additionally, they need to construct a clear, coherent argument supported by relevant evidence from the extract and the wider novel.

Students are given a short passage from the text and are asked to start with the extract to explore a particular theme, character, or idea. The question will ask them to analyse how Golding presents this in the extract and then link it to the rest of the book.

This task is awarded a mark out of 20 using the KS3 marking grid below:

Oxted School English Department – Marking Grid for KS3 Reading

KS3	Marks	R1. Summarise texts	R2. Understand and respond to explicit and implicit meanings and viewpoints	R3. Analyse and evaluate language, grammar, form and structure	R4. Support ideas with suitable references to texts and contexts	R5. Make comparisons within and between texts
High performance (in-line with OfStEd 7 – 9)	19 – 20 marks	Perceptive, concise summary of very challenging text/s	Coherent and sustained interpretation of texts with imaginative insights and convincing alternatives explored.	Coherent, detailed discussion of the effects of the writer's use of language, grammar and structure. Sophisticated terminology is used. E.g. references to continuous aspect	Insightful analysis of quotations exploring subtleties; insightful references to the effects of context of production and reception.	Perceptive links and comparisons between texts, with thoughtful inference.
	17 – 18 marks	Perceptive summary of challenging text/s	Sophisticated evaluation. Some convincing alternative ideas explored.	Confident discussion of the effects of the writer's use of language, grammar and structure. Confident use of a range of terminology. E.g. oxymoron, active and passive voice.	Assured analysis of quotations; insightful references to context.	Thoughtful links and comparisons between texts, with some inference.
	15 – 16 marks	Perceptive, assured summary	Assured evaluation of explicit and implicit meanings.	Thoughtful analysis of the effects of language and/or structure. Competent use of a range of terminology.	A range of well selected and well-integrated quotations; understands the importance and effects of context.	Synthesises main ideas within and across texts; compares effects of a range of techniques used; starts to use inference.
Middle performance (in-line with OfStEd 4 – 6)	13 – 14 marks	Coherent, well organised summary	Secure understanding; engaged response to implicit and explicit meanings.	Relevant responses and analysis of some features of language and/or structure. Use relevant terminology e.g. simile, personification, first person.	Appropriate references to texts including embedded quotations; clear references to the context.	Clear links and comparisons in or between texts; comments on effects of some techniques used in each.
	11 – 12 marks	Clear overview; good selection of key points	Clear understanding of implicit and explicit meanings.	Clear explanation of writers' methods and their effects; use appropriate terminology.	Suitable quotations are used; some relevant references to context.	Makes some links and comparisons in or between texts; start to comment on effects of techniques used in each.
	9 – 10 marks	Outline main ideas clearly	Understanding of explicit meaning and some understanding of implicit meaning.	Outline writers' methods and effects; use some terminology.	Mostly relevant response with some supporting quotations; aware of context.	Comment on comparisons with identification of methods used in texts.
Low Performance (in-line with OfStEd 1 – 3)	7 – 8 marks	Select and understand some key ideas	Straightforward understanding of explicit meaning and main ideas.	Describe straightforward aspects of language, form or structure.	Use point, evidence, analysis; structure with a few relevant references; some awareness of context.	Comment on obvious comparisons between texts.
	5 – 6 marks	Some ideas are presented; some understanding	Simple comments about obvious meanings.	Show awareness of writer making deliberate choices. May repeat point or quotation in attempt to explain.	Provide general references.	Identify some similarities and/or differences in the content of texts.
	3 – 4 marks	Some ideas reproduced	Identify obvious points. Express an opinion.	Identify a few features but not why they are used.	Recognise some ideas about setting.	Identify one or two obvious similarities or differences in content.
	0 – 2 marks	Limited; brief	Recall some information.	Ideas lack explanation; unable to analyse.	Limited understanding.	No links made between texts.

Our Pre-set EBI codes are below. These will support students in knowing what we are looking for!

1. Develop your personal response to the question having a clearer thesis (argument)
2. Be sure to fully support ideas with key quotations/evidence from the text
3. Be sure to fully zoom in on methods used by the writer and fully explain the effect created
4. Make relevant connections to context
5. Link back to question regularly; comment on writer's purpose exploring convincing alternatives.



### **What will I need to study?**

It would be great to re-read key chapters considering key characters and themes

Be sure to be revising key language and structural devices (For example Similes/metaphors/personification/word classes etc)- key resource to support with this here- [Literary techniques - Language and structure - AQA - GCSE English Language Revision - AQA - BBC Bitesize](#)

Be sure to continue practicing your analytical writing skills- WHAT? HOW? WHY? [Analysis: what it is and how to do it guide for KS3 English students - BBC Bitesize](#)

Be sure to remind yourself of the key context of Lord of the Flies [Historical Context \(Lord of the Flies\) | Revision World](#)

### **How will I access revision materials?**

Teachers will provide:

- The pre-set EBI (EVEN BETTER IF) codes that we will use when marking your assessments, so you know what we are looking for!
- Discuss the KS3 reading marking grid with students so they fully understand what a great answer needs to include
- **Model responses** to show you what a great high-level answer looks like
- Class time to practice your 'YOU DO's with regularly opportunities for live feedback on your extended writing
- Students should not forget to revise using their **exercise books** – especially feedback from previous writing tasks

### **Websites and links**

Here are some excellent online resources to help you practice:

[Lord of the Flies - GCSE English Literature - BBC Bitesize](#)

[Literary techniques - Language and structure - AQA - GCSE English Language Revision - AQA - BBC Bitesize](#)

[Historical Context \(Lord of the Flies\) | Revision World](#)

[Analysis: what it is and how to do it guide for KS3 English students - BBC Bitesize](#)



## French

### What will the assessment be like?

**Writing Assessment: Time allowed:** 25-35 minutes **Students** will write three short paragraphs (about 60-70 words total) in French. The focus is on writing in full sentences with correct word order, using key vocabulary and grammar rules they've learned this year. You will also complete **5 English to French translation sentences**, worth 10 marks.

**Listening and Reading Assessment. Time allowed:** 50 minutes

- Tick the correct box. Complete the table with the correct letter.

Choose the correct answer by putting a tick in the box. Answer the questions in English.

Reading Questions: Reading short texts and answering questions. Write the correct names in the table. Translate sentences into French.

### What will I need to study? Topics:

#### LISTENING TOPICS

- Body parts vocabulary (head, nose, back, forehead, shoulder, mouth, leg, etc.)
- Sports and activities for keeping fit (football, tennis, cycling, walking, martial arts)
- Healthy lifestyle vocabulary (eating vegetables, drinking water, avoiding sugary drinks)
- Food and drink vocabulary (fruit, vegetables, meat, fish, bread, water, fizzy drinks, sweets, chips)
- Present tense descriptions of habits and routines
- Past tense descriptions (what you ate/did last week)
- Future tense plans (what you are going to do)
- Comparing present habits with future plans

#### READING TOPICS

- Shopping lists and food items
- Body parts in French
- Healthy eating and lifestyle choices
- Sports and exercise vocabulary
- Frequency expressions (tous les jours, régulièrement, jamais, une fois par semaine)
- Transport methods (bus, bicycle, walking to school)
- Canteen food and meal vocabulary
- Comparatives (plus...que, moins...que, plus sain que)
- Understanding detailed texts about lifestyle changes
- Identifying who says what in multiple speaker texts
- Vegetarian and dietary preferences

#### WRITING TOPICS

- Writing about breakfast foods and drinks
- Giving opinions about sports
- Describing sports you did recently (past tense)
- Describing future plans to get fit
- Using 3+ tenses accurately (present, past, future)
- Using 6+ different verbs in clear sentences
- Using time phrases (hier, la semaine dernière, tous les jours, à l'avenir, demain)
- Using 6 adjectives with justification (fatigant, agréable, bon, délicieux, sain)
- Linking sentences with conjunctions (et, mais, parce que, donc, car)
- Writing 60-70 words in French
- Translation skills (English to French)

**KEY GRAMMAR TO REVISE**

- Present tense verbs (manger, boire, faire, jouer, aller, prendre)
- Perfect tense (passé composé) - j'ai mangé, j'ai joué, je suis allé(e)
- Near future tense (aller + infinitive) - je vais manger, je vais faire
- Negative structures (je ne mange pas, je ne bois jamais)
- Comparatives (plus...que, moins...que)
- Frequency adverbs (toujours, souvent, régulièrement, jamais, tous les jours)
- Opinion phrases with justification (c'était fatigant, c'est bon pour la forme)

**KEY VOCABULARY AREAS**

- All body parts in French
- Food groups (meat, fish, vegetables, fruit, dairy, bread, sweets)
- Drinks (water, milk, fizzy drinks, juice)
- Sports and physical activities
- Breakfast foods (bread, eggs, cereal, fruit)
- Adjectives for describing food and sports (sain, délicieux, fatigant, agréable, bon)

**REVISION TIPS**

- Practice using all three tenses (present, past, future) in the same paragraph
- Learn body parts and food vocabulary with correct genders (le/la/les)
- Practice translation sentences focusing on tenses and word order
- Write practice paragraphs of 60-70 words about healthy lifestyles

**How will access revision materials?**

- Sentence Builder booklets – provided in class
- Revision Booklet provided in class charts/ accessibility on Teams
- Student book
- Homework platforms: SentenceBuilder.com

**Websites and links**

[SentenceBuilders.com](https://www.sentencebuilders.com)

SharePoint



## Geography

### **What will the assessment be like?**

There is one assessment in; these assessments will take place in classrooms under exam conditions.

The assessment is 40 marks in total – allowing for any students who require extra time to have this in lesson.

The assessment will consist of a mix of shorter questions and longer questions that require students to write in more detail in paragraphs.

### **What will I need to study?**

Climate change - The greenhouse effect, human and natural causes of climate change

Tectonics - Volcanic hazards, plate boundaries, advantages of living near a volcano

Coasts - Coastal erosion processes (Y8 content)

Tropical rainforests - Sustainable management of the tropical rainforests (Y8 content)

India - Impacts of colonisation (Y8 content)

Oceans - Food webs (Y8 content)

### **How will access revision materials?**

BBC bitesize

Revision list and resources on SharePoint

Knowledge Organisers on SharePoint

Keyword lists on SharePoint

### **Websites and links**

[KS3 Geography - BBC Bitesize](#)

[Geography-revision.co.uk](http://Geography-revision.co.uk)

[Home - Internet Geography](#)



## History

### What will the assessment be like?

The exam will last for 45 minutes.

There will be a selection of knowledge-based questions worth one mark

There will be a 4-mark question on 'What can you infer from Source A....'

There will be a 12-mark essay question where the students will be asked to explain why something happened from their units of study so far this year

### What will I need to study?

#### You need to revise the following topics:

Unit 1: Were the seeds of World War Two sown in the long shadows of World War One?

Unit 2: What was the most significant turning point for Allied victory in World War Two?

#### What skills will I be tested on?

You will be tested on the following skills:

- Your recall of key people, events and changes.
- Your knowledge and understanding of how and why events happen.
- Your ability to explain a historical event or in extended paragraphs.

### How will access revision materials?

The class teacher will have uploaded all revision materials to ClassCharts and the KS3 Revision hub

### Websites and links

Useful Revision Sources:

Useful Revision Sources:

As well as using your exercise books from class, the Knowledge Organisers and materials on ClassCharts there are some useful links on BBC Bitesize too.

<https://www.bbc.co.uk/bitesize/topics/z4crd2p>

<https://www.bbc.co.uk/bitesize/topics/z94cwmn/articles/zwj9cmn>

<https://www.bbc.co.uk/bitesize/topics/zk94jxs>



## Mathematics

### What will the assessment be like?

All students will sit two 35-minute assessments. The papers will cover all the content taught during the Autumn Term plus key maths skills.

Each assessment will be in two parts: the first part is ten-minute paper and will contain key skills questions from topics learned at key stage 2 and 3; the second part is a twenty five-minute paper and will have a series of questions covering the Year 9 Autumn Term curriculum. These questions will be spread across both papers and there will be questions on topics in both assessments.

Students may not use a calculator for the key skills section but can use one for the curriculum paper.

Below is a summary of the year 9 curriculum for the Autumn term. Your assessment will cover up to the end of Circles and Cylinders.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Fractions and percentages			Probability	Standard form	Inequalities
Fractions, decimals and percentages review		Percentage change	Theoretical and experimental probability	Calculations with standard form	Linear inequalities
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Quadratic equations	Formulae		Constructions	Circles	
Factorising and solving quadratic equations	Rearranging formulae		Constructing bisectors and perpendicular lines	Circles and cylinders	

### What will I need to study?

Your teacher will give you a Sparx revision list which will cover both papers: this will have Sparx codes for each topic and these should be accessed via the Independent Learning button . You should also look back on the Gap Analysis from your last assessment as this is personal to you and shows the areas you need to practice.

### How will I access revision materials?

Your Maths Exercise book will contain the notes you make in class, so this is a good place to start if you need reminding how to do a particular skill. In addition, a revision workbook with solutions will be sent home via Class Charts. There will also be a Sparx revision task that can be accessed via the student log in screen on Sparx – **simply choose Assessment and Revision option.**

Don't forget you can also come to Eden ICT at lunch time every Tuesday where you will be able to get support from a teacher.

### Websites and links

#### Sparx

<https://sparxmaths.com/>

BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zqhs34j>

White Rose Maths (some of these resources are not free)

<https://whiteroseeducation.com/resources?year=year-9&subject=maths>



## Music

### What will the assessment be like?

Your unit of study for this term has been performance techniques. Your assessment will be a performance of the piece you have been studying.

If you are playing the keyboard, you will perform your piece into GarageBand. You may have as many attempts as you wish BUT you must perform it from beginning to end in one go. You may not edit your work or play it in sections. This has been discussed in your lessons.

If you are a ukulele player, you will perform live to your teacher with the other students you have been practising with. You may have more than one attempt. This has been discussed in your lessons.

### What will I need to study?

**Performing techniques:** You need to think about accuracy – are your hands in the right places and are you following the pitches of the notes? Are your rhythms accurate – holding notes for the right amount of time. You will also need to think about your timing along with your backing track and fluency – not stopping and starting if you make a mistake.

You need to practise getting all the way to the end of your piece of music. A common mistake is to keep practising the beginning.

### How will access revision materials?

All videos of how to play each section of the music are in the Music section of the Revision Hub. There are copies of the sheet music and backing tracks there too if you have a keyboard or ukulele at home.

If you do not have access to the instruments at home, you may book a practice room or ask Mrs Homewood to use the computers at lunchtime. You may only have a practice room per week at lunch due to student numbers. You are required to eat your lunch before you arrive, and you may not bring friends to watch whilst you practise.



## PE

### **What will the assessment be like?**

Students will be assessed in their new sports based on the Hands Head Heart Criteria and using the levels **EMERGING DEVELOPING SECURE ADVANCED EXCEPTIONAL**

The assessments will happen at lesson 1, 6 and 12.

The lesson will be focused on skill and techniques in conditioned drills and then placed in to small, sided games/ competitive state.

You will also be asked to demonstrate how to be a leader. Run small warm up, drills. Show good communication skills, teamwork.

Be able to analyse a partner performance and your own and give What Worked Well (WWW) and Even Better If (EBI)

Students will also be asked questions about physical training methods. What are the different training methods and how to apply them.

### **What will I need to study?**

Skills learnt in the lesson  
Rules of the sport  
Keep improving fitness levels-training outside of school  
Different types of training methods

### **How will access revision materials?**

The class teacher will have uploaded all revision materials to SharePoint  
Come to after school clubs to practice skills and techniques

### **Websites and links**

<https://www.bbc.co.uk/bitesize>  
<https://www.teachpe.com/>  
<https://thepeclassroom.com/>



## RE

### **What will the assessment be like?**

The assessment will last for 40 minutes.

There will be 10 knowledge questions, 2 source analysis questions and 1 evaluation style question.

For the source analysis question, pupils will be given 2 quotes, and they will need to explain what they teach and how they would influence someone.

For the evaluation question pupils will need to:

- Give 2 different opinions, each explained in detail
- Explain a religious opinion
- Reach a conclusion based on the opinions you have explained

### **What will I need to study?**

Pupils will need to revise the following topics:

- Peace and Conflict
- Equality and Human Right

### **How will I access revision materials?**

Revision materials will be available on SharePoint.

### **Websites and links**

Peace and Conflict - <https://www.bbc.co.uk/bitesize/articles/z7sc239#znjjp9q>

Quakers (Peace) - <https://www.quaker.org.uk/faith/our-values/peace>

Quakers (Equality) - <https://www.quaker.org.uk/faith/our-values/equality>

Humanism - <https://humanists.uk/campaigns/human-rights-and-equality/>



## Science

### What will the assessment be like?

There will be three assessments in total. One Biology, one Chemistry and one Physics. Assessments will take place in classrooms under exam conditions.

All assessments will be 40 marks in total – allowing for any students who require extra time to have this in the same lesson.

All assessments will take the same format as previous assessments the students are familiar with. This includes:

- **Section 1** – recall questions, 1 mark each, 10 in total
- **Section 2** – short answer exam questions, 1-4 marks with a mixture of multiple choice and short answers, 20 marks total
- **Section 3** – extended writing, 10 marks in total

### What will I need to study?

#### Biology

B1 Cell Structure & Transport

#### Chemistry

C1 Atoms, Elements and Compounds

#### Physics

P1 Energy Transfers

### How will access revision materials?

Students have been emailed directly and revision materials attached to the email. Parents have also been sent the same email through ClassCharts.

### Websites and links

#### Useful Revision Sources:

[Educake | An easier way to assess learning](#)

[GCSE Combined Science - AQA Trilogy - BBC Bitesize](#)

SharePoint pages on the student intranet site (accessible via school website)

These websites are really good to use:

- Primrose Kitten Academy GCSE/A level science on YouTube: [Primrose Kitten Academy | GCSE & A-Level Revision - YouTube](#)
- [GCSE Revision - StudyWise](#)
- [GCSE Revision | Revision Science](#)
- [Study Rocket — browse free A-level & GCSE Revision Content](#)
- [GCSE Science - BBC Bitesize](#)



## Spanish

### What will the assessment be like?

**Writing Assessment: Time allowed:** 25-35 minutes **Students** will write three short paragraphs (about 60-70 words total) in Spanish. The focus is on writing in full sentences with correct word order, using key vocabulary and grammar rules they've learned this year. You will also complete **5 English to Spanish translation sentences**, worth 10 marks.

**Listening and Reading Assessment. Time allowed:** 50 minutes

- Tick the correct box. Complete the table with the correct letter.

Choose the correct answer by putting a tick in the box. Answer the questions in English.

Reading Questions: Reading short texts and answering questions. Write the correct names in the table. Translate sentences into Spanish.

### What will I need to study? Topics:

#### – *Mi vida, mi móvil / Música y TV*

- **Present tense: regular verbs:** Saying what you do, especially with **your mobile phone:** Hablo por Skype, leo / escribo SMS, saco fotos, chateo con mis amigos, juego... Using **frequency phrases:** siempre, a veces, nunca, todos los días, después del colegio.
- **Present tense: stem-changing and irregular verbs:** Using forms such as juego, hago, salgo, veo, etc. Talking about what **other people** do with their phones.
- **Opinions and reasons about music** Saying what music you **like / love / hate** and why: Me gusta, me encanta, odio, detesto + types of music (rap, pop, rock, de todo, música clásica). Reasons with adjectives: divertido, aburrido, interesante, emocionante, relajante, etc. Talking about **other people's opinions** on music and favourite singers / groups.
- **TV programmes and opinions** Vocabulary for TV genres: un documental, una telenovela, una comedia, el telediario, etc. Opinions about TV: Me gustan las comedias, Me gustan / no me gustan, me chifla, me molesta, me interesa, detesto. Using adjectives with agreement: divertido, aburrido, emocionante, interesante, and comparatives: X es más/menos interesante/aburrido que

#### – *El pasado: ¿Qué hiciste ayer? / Narrar experiencias*

- **Preterite tense: regular verbs** Saying what you **did yesterday** and at the weekend: ayer hice kárate, salí con mis amigos, vi una película, monté en bici, hablé por Skype, etc. Using **time expressions:** ayer, anoche, el fin de semana pasado, por la mañana, luego, después, más tarde, al final.
- **Preterite tense: singular and plural forms:** Recognising and using forms such as bailé, salí, montamos, escribisteis, hicieron. Distinguishing **present vs preterite** (bailé / bailo, salí / salgo, etc.).
- **Writing about the past** Writing 40–50 words on what you **did yesterday**, often combining **preterite + present** with connectors (ayer... pero hoy...). Using connectives: pero, además, también.
- **Irregular preterite verbs and sequencing a narrative.** Key irregulars: fui, fue, estuvo, tuvo, hizo, etc. Using sequencing markers to tell a story: primero, luego, después, más tarde, al final.
- **Narratives about a past experience / trip / event**

### How will access revision materials?

- Sentence Builder booklets – provided in class
- Revision Booklet provided in class charts / accessibility on SharePoint
- Student book
- Homework platforms: SentenceBuilder.com

### Websites and links

[SentenceBuilders.com](http://SentenceBuilders.com)

SharePoint



## Technology

<p><b>What will the assessment be like?</b> Pupils will be assessed on the three projects they have completed across the year, in Resistant Materials, Food &amp; Nutrition and Graphics products.</p>			
<p><b>What will I need to study?</b></p>			
Evidence of assessment objectives	Resistant Materials	Food & Nutrition	Graphic Products
<b>A01</b>	Identify, investigate and outline design possibilities to address needs and wants for the puzzle box project	Demonstrate knowledge and understanding of nutrition, food, cooking and preparation within different cultures	Identify, investigate and outline design possibilities to address needs and wants for an Adobe Illustrator poster
<b>A02</b>	Design and make prototypes that are fit for purpose for the puzzle box project	Apply knowledge and understanding of nutrition, food, cooking and preparation in their practical work	Design and make prototypes that are fit for purpose based on an Artist Study – Paula Scher
<b>A03</b>	Analyse and evaluate, design decisions and outcomes, including for prototypes made by themselves and others; wider issues in design and technology, for the puzzle box project	Plan, prepare, cook and present dishes, combining appropriate techniques within their practical work	Analyse and evaluate, design decisions and outcomes, including prototypes made by themselves and others; wider issues in design and technology through the completion of your digital booklet and presentation
<b>A04</b>	Demonstrate and apply knowledge and understanding of, technical principles, designing and making principles for the puzzle box project	Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others using sensory analysis and testing in pastry	Demonstrate and apply knowledge and understanding of - technical principles; designing and making principles for a final poster design and logo
<p><b>How will access revision materials?</b> Students will be assessed three times during the year, once you have completed each project. The focus will be on the assessment objective listed above.</p>			
<p><b>Websites and links</b> <a href="#">KS3 Technology and Design - BBC Bitesize</a> <a href="#">ENGINEERING - DESIGN AND TECHNOLOGY</a></p>			



# Revision Planner

Date: \_\_\_\_\_

No of weeks until exams: \_\_\_\_

Time	Monday	Tuesday	Wednesday	Thursday	Friday
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Time	Saturday	Sunday
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