Work together; Succeed together

Year 9 Pre options Assessment

Information Booklet

Year 9 Pre options Assessment

12th- 23rd January

During the next half term, pupils will have the first of two summative assessments. We think it is important that pupils experience exams and assessments, in Year 9, so that they can be as prepared for external examinations when they come, while at the same time ensuring this is as stress free and as supportive as possible.

Success in assessments is a team effort which involves you, the school and pupils working together and so there are many things you can do to support your child at home.

As well as the subject specific support on the next few pages, we have put together some revision tips, an assessment schedule and a revision timetable. Which we will also be talking to pupils about in assemblies and form time.

Revision Support

Subject Teachers will begin preparing pupils for the Assessments over the next few weeks in lessons. Revision guidance and materials for each subject area is available on:

- **GoogleClassroom** As you will know, revision and support resources are also always available on Google Classroom which all pupils have a unique school-based login for. More information, including help videos, on how pupils can and should access this platform is available here.
- After school Subject Revision Sessions - Pupils can stay in the library to complete revision until 4pm each night.
- Helping pupils with their Mental Health during Exams - we will be running some support sessions on this to support healthy habits to reduce anxiety during exams. There are also lots of helpful resources on our website.
- We will be using the results and analysis of the end of year assessments to plan summer revision support and adapt and personalise our curriculum offer, next year, to ensure any gaps pupils have, are closed.

Subject Specific Assessment Information

Subject	Type of Assessment	What will my child be assessed on?	What can my child do to revise?
English	Summative written assessment	Pupils will be assessed on their reading skills, including: information retrieval, inference, selecting evidence and analysing text. They will also be assessed on their writing skills, including: content and organisation, vocabulary, spelling, punctuation and sentence structure.	By completing their reading homework each week, Pupils will be helping to develop their reading skills and will also improve their vocabulary and their understanding of how to construct an excellent piece of writing. An 'Assessment Preparation' booklet will be put on Google classroom for Pupils to work through.
Maths	Two papers Paper 1: Non-Calculator Paper 2: Calculator Each paper will be 60 marks	Pupils will be assessed on all content covered so far this year, including properties of number (factors, multiples, primes, HCF/LCM, and prime factorisation), percentage change and original value problems, area and volume of key 2-D and 3-D shapes, and algebraic skills such as solving equations and inequalities and changing the subject of a formula. They will also be examined on fraction operations, speed–distance–time and interpreting distance–time graphs, and working confidently with numbers in standard form. The assessment will also draw on prior knowledge from Years 7 and 8 to check retention of core skills such as arithmetic, fractions, decimals, percentages, and basic algebra	Pupils have been given a revision pack in lessons which includes practice questions and answers for every topic, along with a full topic list and Sparx codes to guide their independent study. They should work through the questions, check their answers carefully, and use the Sparx tasks to revisit any areas they find difficult.
Science	One written paper covering scientific skills, biology, chemistry and physics. Questions will include short answer style, maths skills, practical skills and one extended response question.	Scientific skills including variables, method writing, and safety precautions. Maths skills which include drawing a graph, reading data from a graph and calculating a mean. Biology questions include health and lifestyles which covers diet, drugs, digestion, smoking and alcohol. Chemistry questions include materials which cover displacement reactions. Physics questions include motion and pressure which covers speed, distance-time graphs and pressure in solids.	Use their tassomai to revise key content. Pupils will be given topic overview sheets to produce revision notes and mindmaps from. Links to relevant YouTube videos and BBC bitesize will be posted on google classroom. **Revision list:** Identify independent, dependent & control variables. Explain if a test is fair and how to improve it. Reasons for repeats & averages Energy stores in food Short & long term effects of alcohol on the body Absorption of food in the digestive system. Calculating speed, distance and time Interpreting distance time graphs The reactivity series Displacement reactions Metals and acids

RE	Written - 3 sections: Keywords, Knowledge Retrieval and Extended Writing	Typology Old Testament Women Marian Shrines Dogmas of Mary Inalienable Dignity Catholic belief on life Euthanasia	Pupils will be given a revision sheet in their RE Lesson, these will also go on Google Classroom. From this they can make mindmaps and revision flashcards to be tested on.
History	Written. 3 sections. Key concepts, Explain the rise Judgement (agree/disagree)	Test knowledge and understanding of first order concepts in history Explain the rise of the Nazis Make a judgement on life under the Nazis	Exercise books and a one page revision sheet that can be used to create flash cards and midmaps from.
DT/Food	Written assessment of a mixture of multiple choice and extended answer questions.	Pupils will be assessed on the relevant units that they have studied during their rotations, these include: Art Deco Candle holder: metals, design processes, isometric drawing, joining metals, finishing metals. Food: Personal safety, food safety, dietary needs of others.	Pupils are provided with a knowledge organiser for each unit that they can use, they have access to their work booklets to revise information from lessons and supporting powerpoints can be found on Google classroom.
Geography	Written. Geographical skills and extended writing task	Interpretation and analysis of a climate graph. Mapping skills describing locations. CLOCCK Extended writing/ explanation and judgement on extreme environments	Exercise books and a one page revision sheet that can be used to create flash cards and midmaps from.
French	A listening assessment followed by a reading/writing assessment	Listening to target language (French) and answering a series of questions (pronunciation, translation and comprehension). Scanning a text and looking for detailed information in a longer text. Translating a series of sentences into English and into French.	Pupils to use their sentence builders and/or knowledge organisers as revision resources for all topics. They can be found in google classroom.
Computer Science	Computer based assessment with multiple choice and written questions	Pupils will be assessed on: Binary / Denary / Hex conversions, Binary addition, Logic gates, Representation of text / images / sounds, Moral and Ethical issues in Computer Science	Knowledge organisers are available for each topic on Google Classroom. Pupils also have access to Seneca which has a variety of learning materials and quizzes that the students can work through to help them prepare.

Art	Practical application and baseline assessment. Ongoing review and refinement of work through projects.	Pupils are assessed on a Brian Froud-inspired drawing and a polymer clay goblin sculpture. Formative tasks track progress in drawing, character design, form, and texture. A final assessment evaluates their understanding of the creative process and their completed outcome.	Pupils can explore online resources, such as videos on polymer clay techniques or drawing tutorials inspired by Brian Froud. Visiting artists' websites, virtual galleries, or creative platforms like Pinterest can also provide inspiration and help pupils develop their ideas further.
Music	Practical assessments at milestone points in this unit	Pupils will be assessed on their ability to produce a piece of film music to fit a given scene. Skills assessed will include selection of appropriate instrument sounds, development of melody and harmony and use of appropriate tempo and dynamics.	Revision materials will be shared with pupils on Google Classrooms. Pupils can also develop their understanding of the deployment of film music by watching films/TV actively, taking specific note of how the music augments the visuals.
Drama	Practical assessments at milestone points in this unit	Pupils will be assessed on their response and application of skills and techniques explored during their exploration of a text. This assessment will be based on their learning of skills and techniques taught in term 1 and Term 2 to date with the focus being Responding, Developing, Performing and Evaluating.	The practical requirements will be shared with Pupils. A recap of drama skills, conventions and techniques will be posted on Google Classroom.
Dance	Practical assessments at milestone points in this unit	Pupils will be assessed on their response and application of skills and techniques explored. This assessment will be based on their learning of skills and techniques taught in term 1 and Term 2 to date with the focus being Responding, Developing, Performing and Evaluating.	The practical requirements will be shared with Pupils. A recap of drama skills, conventions and techniques will be posted on Google Classroom.
PE	Practical Assessment	Boys- Basketball, Rugby, Football, Muay Thai, Health & Fitness, Trampolining, Handball, Orienteering, Badminton, Leadership, Softball, Athletics Girls & Mixed group- Netball, Football, Aerobics, Orienteering, Badminton, Trampolining, Health & Fitness, Leadership, Rounders, Athletics	Students can find the knowledge organisers for each sport they are performing this academic year in their Google Classroom. Students can also speak to their PE teacher should paper copies be required.

Revision Tips

There is no correct way to support learners when preparing for assessments. Choose the approaches that work best for you, your family, and your situation. Below are a few suggestions you may wish to trial.

- Talk to your child about their upcoming assessments.
- Ask them how you can help.
- Try to provide a quiet space for your child to complete homework/revision.
- Encourage your child to think creatively about revision e.g. Record facts/ revision notes on your phone/ laptop, make your revision notes into a podcast, listen to it a couple of times a day.
- Talk to your child about having their mobile phone in another room when completing homework/revision.
- Ensure learners get enough sleep. Regular bedtimes, and wake times, will help concentration spans.
- Set your child a challenge. For example, you could ask them to revise a short topic; using the revision resources, you could then 'test' them on what they have just revised.
- Talk to your child about the importance of trying to get their 5-a-day, enough exercise.
- Encourage your child to drink lots of water.
- Ensure they take adequate breaks.
- Stay positive. Look for ways in which you can help them to believe in themselves by reminding them of the successes they have had.
- If there are any revision sessions/intervention at school that your child has been invited to, encourage them to attend.
- Remember teachers will set homework tasks that will count towards preparation/revision for the assessment.
- Children should avoid 'just' reading a revision guide; always try and build some activity or interactivity e.g. summarise in their own words, draw and label diagrams, get someone to test them, use online resources that the school has to offer; Google Classroom; Sparx Maths, QUIZLET, Seneca learning and Tassomai.

Quick Guide: How to Plan a Revision Session

Planning your revision helps you stay focused, avoid stress, and make real progress. Here's how to do it step by step:

Step 1: Set a Time Limit

- Aim for 30–60 minutes per session.
- Use a timer to stay on track.
- Include short breaks (e.g. 5–10 minutes after 25 minutes of work).

Step 2: Choose a Specific Topic

- Don't try to revise everything at once.
- Pick one clear focus (e.g. "Physics: Forces" or "English: Macbeth themes").

Step 3: Pick Your Method

Choose one or two revision techniques:

- Flashcards
- Mind maps or concept maps
- Practice questions/Past Papers

Step 4: Set a Goal

Decide what you want to achieve by the end:

- "Be able to explain how enzymes work"
- "Complete 3 exam-style questions"
- "Learn 10 key quotes from Macbeth"

Step 5: End with a Quick Review

- Spend 5 minutes checking what you've learned.
- Use a checklist or quiz yourself.
- Note anything you still find tricky — that's your next target.

Bonus Tips

- Mix subjects across the week
- Use a revision timetable to track your sessions.
- Reward yourself after a productive session!

Quick Guide: How to Use Flashcards for Revision

Flashcards are a brilliant way to test your memory, spot gaps in your knowledge, and make revision more active. Use the steps below to help you:

Step 1: Make Your Flashcards

- One question per card: Keep it simple. Write a question or keyword on one side, and the answer or explanation on the other.
- Use your own words: This helps you understand the topic better.
- Mix formats: Include diagrams, definitions, formulas, or short explanations.

Step 2: Organise Your Decks

- Group cards by topic (e.g. Biology: Cells, Physics: Forces).
- Colour-code or label them to make sorting easier.

Step 3: Revise Actively

- Quiz yourself: Look at the question side and try to answer before flipping.
- Say it out loud: Speaking helps memory stick.
- Shuffle regularly: Avoid memorising the order instead of the content.

Step 4: Track Your Progress

- Make three piles:
  - ✅ *Got it right*
  - ❓ *Not sure*
  - ❌ *Got it wrong*
- Focus more on the ❌ and ❓ piles next time.

Step 5: Use Spaced Practice

- Don’t cram! Review your flashcards over several days or weeks.
- Revisit tricky cards more often.

Quick Guide: Mind Maps & Concept Maps for Revision

Both tools help you *see* how ideas connect — perfect for revising big topics or tricky concepts.

What's the Difference?

Tool	Best For	Structure
Mind Map	Exploring ideas around a topic	Starts from a central idea, branches out like a tree
Concept Map	Showing relationships between ideas	Uses boxes and arrows to show links and cause-effect

How to Make a Mind Map

1. Start in the centre: Write your main topic (e.g. "Photosynthesis") in the middle of the page.
2. Add branches: Draw lines outwards for key subtopics (e.g. "Light", "Chloroplasts", "Glucose").
3. Add detail: Off each branch, add facts, definitions, diagrams, or examples.
4. Use colour and images: Highlight key terms, draw symbols, or use colour to group ideas.
5. Keep it clear: Don't cram too much — aim for clarity over clutter.

How to Make a Concept Map

1. List key ideas:Write down the main concepts you need to understand.
2. Draw boxes or circles: Put each idea in its own shape.
3. Connect with arrows: Use arrows to show how ideas link (e.g. "Carbon dioxide → used in → Photosynthesis").
4. Label the arrows: Write short phrases on the arrows to explain the relationship.
5. Review and refine: Rearrange if needed to make the flow clearer.

Top Tips

- Use these maps to summarise a topic, plan an essay, or test your understanding
- Stick them on your wall or use them as a revision warm-up.

Assessment Schedule

Use this schedule to allow you to know when your assessments are so you can best plan your revision.

Day/Date	Monday 12th January	Tuesday 13th January	Wednesday 14th January	Thursday 15th January	Friday 16th January
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					

Day/Date	Monday 19th January	Tuesday 20th January	Wednesday 21st January	Thursday 22nd January	Friday 23rd January
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					

Revision Timetable

Use the revision timetable on the next page to plan your revision. You should be revising your core subjects of English, Maths, Science and RE at least three times per week. Your other subjects you should be revising at least twice per week.

Use a coloured dot system to plan your revision for example:

Blue = maths
Yellow = English

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8am							
9am							
10am							
11am							
12pm							
1pm							
2pm							
3pm							
4pm							
5pm							
6pm							
7pm							
8pm							

Year 9 English: Key Topics for Revision

Key Words

You will be tested on the meaning of these key words.

Rhetorical Device	Definition
Rhetorical Question	A question asked to make the reader think, not to get an answer.
Emotive Language	Words chosen to create strong feelings such as anger, fear, or sympathy.
Repetition	Repeating words or phrases to emphasise an idea.
Rule of Three/Tripling/Tri-colon	Using three words or phrases together to make an idea more memorable.
Alliteration	Repeating the same starting sound in a group of words.
Metaphor	Describing something as if it is something else.
Simile	Comparing two things using 'like' or 'as'.
Facts	Using a statement that can be proven to be true to make an argument more convincing.
Statistics	Using number facts to help prove your point.
Direct Address	Speaking directly to the reader using words like 'you' or 'your'.
Hyperbole	Deliberate exaggeration for effect.
Anecdote	A short personal story used to support a point.
Inclusive Language/First person plural pronouns	Using words like 'we', 'us', or 'our' to involve the reader.
Imperative	A command that tells the reader what to do.
Contrast/Juxtaposition	Showing differences between two ideas to highlight a point.
Tone	The writer's attitude, such as angry, serious, or humorous.
Opinion	Stating an opinion clearly, particularly stating it as if it is a fact.

Reading skills

You will need to know how to analyse a text, so make sure you revise how to select evidence and comment on its effect on the reader. You will have examples of this in your book and will also be able to use the Assessment Preparation booklet on Google classroom.

Key writing skills

Revise how to use and practise using:

- *Paragraphs*
- *A range of sentence types: simple, compound and complex*
- *Powerful vocabulary*
- *A range of rhetorical devices*
- *A range of punctuation: commas, question marks, exclamation marks, speech, semi-colons, brackets, ellipsis, dashes*

Your assessment preparation booklet contains some examples of how to use sentence and punctuation variety effectively.

Year 9 Maths - Revision Checklist

Sparx Clip	Topic
U236	Finding prime numbers
U739	Prime factor decomposition
U529	Finding the highest common factor (HCF)
U751	Finding the lowest common multiple (LCM)
U250	Finding HCF & LCM using prime factor decomposition
U773	Percentage change without a calculator
U671	Percentage change with a calculator
U286	Finding original values in percentage calculations
U278	Finding the percentage an amount has changed by
U533	Simple interest calculations
U332	Compound interest calculations
U761	Nets of 3D shapes
U575	Area of compound shapes containing triangles
U950	Area of circles
U604	Circumference of circles
U929	Surface area of cubes and cuboids

U174	Volume of prisms
U915	Volume of cylinders
U325	Solving equations with two or more steps
U870	Solving equations with the unknown on both sides
U738	Solving inequalities with the unknown on both sides
U585	Substituting into algebraic formulae
U675	Changing the subject of a formula
U736	Adding and subtracting fractions
U475	Multiplying fractions
U544	Dividing fractions
U881	Finding fractions of amounts without a calculator
U916	Finding fractions of amounts with a calculator
U914	Interpreting distance–time graphs
U403	Plotting distance–time graphs
U151	Calculating with speed
M751	Sketching water-flow graphs
U256	Calculating with rates
U330	Standard form with positive indices
U534	Standard form with negative indices

U264	Multiplying and dividing in standard form
U290	Adding and subtracting in standard form

Science - Key topics for revision

Working Scientifically (Investigations & Fair Tests)

Variables

[ ] I can identify independent, dependent, and control variables.

[ ] I can explain why controlling variables makes a test fair.

Accuracy, Reliability & Validity

[ ] I know why repeating results improves reliability.

[ ] I can explain how to make measurements more accurate (e.g., using better equipment, reducing human error).

[ ] I can spot problems in an investigation and suggest improvements.

Data Interpretation

[ ] I can read bar charts, tables, and line graphs.

[ ] I can describe patterns such as “as X increases, Y increases”.

[ ] I can decide whether conclusions are supported by evidence.

Graph Skills (Distance–Time & Other Graphs)

Reading Graphs

[ ] I can find values from a graph (distance, time, speed, concentration).

[ ] I can compare two lines on a graph.

Understanding Graph Shapes

[ ] I know that a straight, sloping line means constant speed.

[ ] I know what a curved line means (changing speed).

Drawing Graphs

[ ] I can plot points accurately.

[ ] I can draw a line or curve of best fit.

[ ] I know which variable goes on which axis (independent on x-axis, dependent on y-axis).

Chemical Reactions & Reactivity Series

Reactivity Series

[ ] I know the order of metals from most to least reactive.

[ ] I can predict whether a displacement reaction will happen.

[ ] I can explain displacement using the reactivity series.

Investigating Reactivity

[ ] I know how to compare metals using temperature change.

[ ] I can explain how to keep the test fair (same mass, same acid volume, same concentration).

Biology: Alcohol, Digestion & Health

Effects of Alcohol

[ ] I know how alcohol affects reaction time and accident risk.

[ ] I can name organs damaged by long-term alcohol use.

Digestion

[ ] I know where alcohol is absorbed (stomach).

[ ] I know where digested food is absorbed (small intestine).

Pregnancy & Alcohol

[ ] I understand how alcohol can affect a foetus (oxygen, nutrients, development).

Forces, Motion & Speed

Speed

[ ] I can calculate speed using:
speed = distance ÷ time

[ ] I can calculate time or distance using rearranged formulas.

Motion

[ ] I can describe motion from a distance–time graph.

[ ] I can compare speeds of different people or objects.

Air, Pressure & Movement

Air Movement

[ ] I understand that air can move in pulses or waves.

[ ] I know why repeated measurements of time can vary (reaction time, equipment, environment).

Graph Interpretation

[ ] I can explain why a graph might curve (e.g., slowing down over distance

Year 9 RE: Prophecy and Promise Summative Assessment Revision

Typology	The study and interpretation of types and symbols, originally especially in the Bible.
Old Testament	The first part of the Bible which includes, laws, prophets and psalms.
Dogma	A fixed religious belief, that people are expected to accept as truth.
Marian Shrines	A sacred space, dedicated to the Virgin Mary.
Rosary	A string of beads used in prayer by Catholics as a devotion to Mary.
Marian Devotion	External practices which are directed to Mary.
Magnificat	The hymn sung by Mary in the Bible.
Imago dei	Made in the image of God.
Sanctity of Life	The belief that life is holy and belongs to God.
Euthanasia	The painless killing of someone dying from a painful disease.

Typology

Typology is making symbolic connections between the events of Christ's life and the stories of the Old Testament.

Meaning there are lots of links between things that happened in the Old Testament and how they connect to things in the New Testament. Below are examples of typology in the Bible.

Old Testament	New Testament	Explanation
Adam	Jesus (Christ)	Adam represented all of humanity in the Fall, Christ represented all of humanity in his death and resurrection.
Eve	Mary	Eve is described in Genesis 3:20 as the 'mother of all living' and yet Mary became the 'mother of all' through supernatural grace.
Noah's Ark	Baptism	The waters of the flood resulted in death for those who were sinful and the ark was salvation. The waters of baptism represent death to sin and salvation in Christ.
Passover Lamb	Jesus	Passover lamb saved the Israelites through it's blood. Christ saved humanity through his blood on the cross.

Marian Shrines

A shrine is a space dedicated to someone, usually to show devotion to them. Catholics do not worship Mary, instead then venerate her, this means showing her true honour and respect.
Around the world there are many Marian Shrines, some in places where people have had visions of the Virgin Mary. Some examples include:

- **Lourdes** - In 1858 a child called Bernadette had visions of Mary and a spring of water miraculously came from the ground. Millions of people now visit Lourdes in France as a place of pilgrimage.
- **Nazareth** – There is a shrine of the annunciation, where it is believed Mary was told by Angel Gabriel that she was going to be the Mother of the Son of God.

Dogmas of Mary:

Mary plays an important role in the Catholic Church and they believe that God revealed four truths about Mary, this are known as Marian Dogmas, they include:

Immaculate Conception Mary was born without Original sin. It was Mary who was immaculate so that she could conceive the Son of God. Catholics also believe Mary was sin free throughout her life.	**Mother of God** God became human through the person of Jesus, this is known as the Incarnation. This means that Mary who gave birth to Jesus is the Mother of God.
Ever Virgin The Church teaches that Jesus was conceived by the power of the Holy Spirit, rather than sex. Catholics also believed she remained a virgin for the rest of her life.	**Assumption** This is the belief that after death, Mary went straight to heaven, both her body and soul. This is because she lived a sin free life so could be reunited with Jesus in heaven.