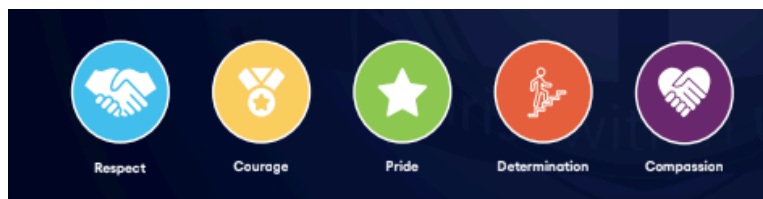


Work together; Succeed together



Year 9 Assessment 1

Information Booklet



Year 9 Assessment 1
2nd-13th November 2026

During the next half term, pupils will have the first of two summative assessments this academic year. 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:

- **Google Classroom** 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	In class assessment: 1 reading paper, 1 writing paper	Reading skills: information retrieval, key vocabulary, inference skills, analysing a text Writing skills: writing within a particular genre, using accurate spelling, punctuation and grammar, using a range of literary devices, sentences and vocabulary	A revision booklet will be available on Google classroom. Paper copies can be printed if required.
Maths	In class assessment 1 calculator paper 1 non calculator	All content taught in Years 7,8&9	Sparx Homeworks and additional work. All pupils will be sent a revision pack with specific Sparx codes and some paper based revision
Science	In class assessment. 2 papers (40mins each). These will include a mixture of short and long answer questions, including maths and extended writing questions.	Paper 1 content: health & lifestyles, ecosystems & adaptations, inheritance, magnetism, practical skills; Paper 2: materials, motion & pressure, earth, practical skills	Tassomai homework will cover all units. Topic sheets for each unit will be put onto Google classroom.
RE	Keywords, Knowledge Retrieval and Extended writing	Selected topics that they have studied so far this academic year, as shown on the revision sheet provided.	Pupils will be sent home with a double sided revision sheet based on everything that will be in the assessment. This will also be uploaded to their RE Google Classroom. They should use this to create flashcards and mindmaps and get someone at home to test them on the knowledge.
History	Section A: Historical Concepts, Section B: Extended Writing	Unit 1: Knowledge tests on early 1900s Suffrage & Democracy, the Nazi Rise to Power, The Holocaust. Unit 2: Extended Writing based on the Cuban Missile Crisis.	Seneca Homework set weekly, a revision sheet which will be handed to all students and posted on Google Classroom.

DT & Food and Nutrition	A variety of multiple choice and extended writing questions.	Art Deco Candle holder: metals, design processes, isometric drawing, joining metals, finishing metals. Food and Nutrition: Nutrients in our food, Preparation and Cooking Techniques, Preventing Bacterial Growth, The Link Between Age and Diet, The Importance of Food and Nutritional Labels & Food Assurance Schemes	Pupils have their class folders for revision and knowledge organisers are provided as revision resources for all topics. Lesson presentations are available on Google Classroom to access and review.
Geography	Multiple choice questions, skills based questions and extended writing	The topics: Extreme Environments; Are cities Alive or Dead?; Is there such a thing as a 'Natural' Disaster.	Pupils will be provided with a revision sheet based on the information they need for the assessment. This will be printed, given out in class and set as homework; spare copies will be available in the Geography Department. It will also be available on Google Classroom
French	Listening-reading and translation skills	Technology	Vocabulary to be found on Google Classroom
Computer Science	Computer based assessment with multiple choice and written questions	Moral and Ethical Issues Database Development Binary Conversions Data Representation Programming	Knowledge organisers are available for each topic on Google Classroom.
Art	AO4- Creative response	Practical assessment of personal response to their artist research.	Use their design ideas and development to help inform design decisions.
Music	On Going Practical assessment against key assessment objectives: Performing, Composing and Appraising	Practical assessment of key music composing skills in a real world context. Pupils will be taught how to produce a piece of Electronic Dance Music in the Bandlab production software	Ongoing revision of key principles during lessons
Drama	On Going Practical assessment against key assessment objectives: Respond Develop Perform Evaluate	Practical assessment of Key skills, conventions and performance craft	Knowledge organiser on Google Classroom

PE	Practical assessment	Courage & Compassion classes- Basketball & Rugby Pride,Persistent & Determination classes- Netball & Football	Use the Knowledge Organisers on the Google Classroom along with attending extracurricular clubs to further develop subject knowledge. Basketball Friday Lunchtime in the Sports Hall, Football Monday & Tuesday after school for girls. Rugby Tuesday after school.
----	----------------------	--	---

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, Seneca learning and Tassomai.

REVISION METHODS

Effective revision isn't just about how long you study, but how you study. Using active techniques helps you understand information more deeply, remember it for longer, and recall it more easily in exams. This guide outlines three powerful revision methods: flashcards, mind maps, and concept maps with clear step-by-step instructions for each. By using these strategies, you can organise your knowledge, identify gaps in understanding, and revise in a more focused and efficient way.

HOW TO MAKE FLASHCARDS

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.

HOW TO MAKE A MIND MAP

Step 1 - Start in the centre

Write your main topic (e.g. "Photosynthesis") in the middle of the page.

Step 2 - Add branches

Draw lines outwards for key subtopics (e.g. "Light", "Chloroplasts", "Glucose").

Step 3 - Add detail

Off each branch, add facts, definitions, diagrams, or examples.

Step 4 - Use colour and images

Highlight key terms, draw symbols, or use colour to group ideas.

Step 5 - Keep it clear

Don't cram too much — aim for clarity over clutter.

HOW TO MAKE A CONCEPT MAP

Step 1 - List key ideas

Write down the main concepts you need to understand.

Step 2 - Draw boxes or circles

Put each idea in its own shape.

Step 3 - Connect with arrows

Use arrows to show how ideas link (e.g. "Carbon dioxide → used in → Photosynthesis").

Step 4 - Label the arrows

Write short phrases on the arrows to explain the relationship.

Step 5 - Review and refine

Rearrange if needed to make the flow clearer.

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 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 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 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.



Step 3: Pick your method

Choose one or two revision techniques: Flashcards, Mind maps or concept maps, Practice questions/Past Papers



Bonus Tips

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

Assessment Schedule

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

Day/Date	Monday 2nd November	Tuesday 3rd November	Wednesday 4th November	Thursday 5th November	Friday 6th November
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					

Day/Date	Monday 9th November	Tuesday 10th November	Wednesday 11th November	Thursday 12th November	Friday 13th November
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							

Revision Lists

Maths

Tick Red, Amber or Green for each topic. Use the Sparx clips to practise your revision.

UOW 9.1 – Properties of Number				
Topic	Sparx Clip	Red	Amber	Green
Finding factors and using divisibility tests	M823	☐	☐	☐
Finding multiples	M752	☐	☐	☐
Identifying prime numbers	M322	☐	☐	☐
Writing numbers as products of prime factors	M108	☐	☐	☐
Finding the highest common factor by listing	M698	☐	☐	☐
Finding the lowest common multiple by listing	M227	☐	☐	☐
Finding HCF and LCM using prime factors and Venn diagrams	M365	☐	☐	☐
UOW 9.2 – Percentages				
Topic	Sparx Clip	Red	Amber	Green
Finding percentages of amounts	M437, M905	☐	☐	☐
Calculating percentage increase and decrease	M476, M533	☐	☐	☐
Finding the original value after a percentage change	M528	☐	☐	☐
Calculating simple interest	U533	☐	☐	☐
Calculating compound interest	U332	☐	☐	☐
UOW 9.3 – Area and Volume				
Topic	Sparx Clip	Red	Amber	Green
Recognising and drawing nets of 3D shapes	M518	☐	☐	☐
Finding surface area from a net	M884	☐	☐	☐
Finding surface area of cubes and cuboids	M534	☐	☐	☐
Finding surface area of prisms	M661	☐	☐	☐
Finding surface area of cylinders	M936	☐	☐	☐
Finding the circumference of a circle	M169	☐	☐	☐
Finding the area of a circle	M231	☐	☐	☐
Finding the volume of cubes and cuboids	M765	☐	☐	☐
Finding the volume of prisms	M722	☐	☐	☐
Finding the volume of cylinders	M697	☐	☐	☐

English

Key Words

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

Key word	Definition
Conventions	The things you would expect to find in a particular genre - e.g. events, types of

	characters, settings etc.
Genre	A specific type or category of music, film or writing.
Gothic literature	Fiction with an atmosphere of mystery, fear and suspense. Psychological techniques are usually used, rather than gore and violence. Gothic stories usually feature: isolated locations, supernatural events, innocent victims, death etc.
Structure	The way a text is organised, including the order in which events are told to us and how they are connected.
Foreshadowing	When a writer gives suggestions or hints about what is going to happen in the text.
Theme	An idea that a writer explores in a text, e.g. friendship, guilt, bullying
Protagonist	The main character in a story.
Pathetic fallacy	Giving human feelings to inanimate objects, particularly to emphasise the relationship between the writer's emotions and the natural world.
Semantic field	A collection of words with a similar meaning or connected to the same topic or idea.

Key reading skills

You will need to know how to analyse a text, so make sure you revise:

- how to select evidence and comment on what it means
- how to explain the effect of your evidence on the reader
- how to identify literary devices, like those in the above table
- the impact that literary devices and techniques have on the reader
- how to explain the ideas (themes) the writer explores

You will have examples of this in your book and will also be able to use the Assessment Preparation booklet on Google classroom.

Science

B2: HEALTH AND LIFESTYLE

- ☐ Define digestion and explain why large insoluble food molecules are broken down into small soluble molecules.
- ☐ Identify the main organs of the digestive system and state their functions.
- ☐ Explain the role of bile, including where it is made, stored and released.

- ☐ Explain what enzymes are and why they are biological catalysts.
- ☐ State the three main digestive enzymes and their products: carbohydrase → sugars; protease → amino acids; lipase → fatty acids and glycerol.
- ☐ State the roles of carbohydrates, lipids, proteins, vitamins/minerals, water and fibre.
- ☐ Describe the food tests for starch, lipids, protein and sugar and state each positive result.
- ☐ Define a balanced diet and explain the effects of an unbalanced diet, including underweight, overweight and vitamin/mineral deficiency.
- ☐ State that vitamin A deficiency can cause night blindness and vitamin D deficiency can cause rickets.

EFFECTS OF LIFESTYLE ON HEALTH

- ☐ Define a drug and distinguish between medicinal and recreational drugs.
- ☐ Give examples of medicinal and recreational drugs and explain their effects/uses.
- ☐ Explain why alcohol is a depressant and state health effects of long-term heavy drinking.
- ☐ State the risks associated with drinking alcohol during pregnancy.
- ☐ Identify tar, nicotine and carbon monoxide in cigarette smoke and explain their effects.
- ☐ State diseases associated with smoking, including heart disease, emphysema, respiratory infections, strokes and lung cancer.
- ☐ State the risks of smoking during pregnancy.
- ☐ Define addiction and withdrawal symptoms and give examples of withdrawal symptoms.

Health & lifestyle vocabulary

- ☐ I can define: addiction, balanced diet, carbohydrate, deficiency, digestion, digestive system, drug, enzyme, fibre, food test, lipid, nutrient, obese, protein, starvation, stimulant, vitamin and withdrawal symptom.

My confidence

Area	 Learn	 Almost	 Secure
Digestion & enzymes	☐	☐	☐
Nutrients & food tests	☐	☐	☐
Unhealthy diet	☐	☐	☐
Drugs & addiction	☐	☐	☐
Alcohol & smoking	☐	☐	☐

RE

Imago Dei	Made in the image and likeness of God.
Abortion	The removal of the foetus before it can survive outside of the womb.
Euthanasia	The painless killing of someone dying from a painful disease.
Pro-Choice	Someone who is in favour of a women's right to choice an abortion.
Genetic Engineering	The deliberate modification of an organism by changing its genetic material.
Inalienable Dignity	The idea that everyone is worthy of respect simply because they are human.

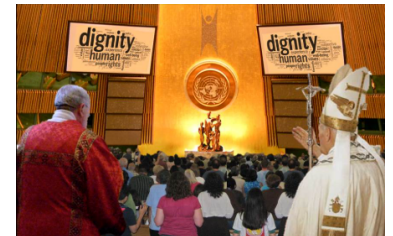
Conception	The moment of fertilisation when the sperm meets the egg.
Sacrament	7 Religious ceremonies that bring a person closer to God. 'Outward sign of inward grace'
Stewardship	A duty to care for the world for future generations.
Evolution	The scientific belief that life formed over billions of years.

Imago Dei

Catholics believe that humans were made 'imago dei', in the image and likeness of God, this means that they believe every human being has a reflection of God inside them and therefore should be treated with dignity and respect. It also shows how special human life is and that it should always be preserved (kept going). This belief has an impact on the Catholic view of certain medical ethics, such as abortion, euthanasia and genetic engineering.

Inalienable Dignity

In the Catholic faith, inalienable dignity means that every person is precious and valuable just because they are created by God. This dignity can't be taken away—no matter what someone does, where they come from, or what others think of them. Catholics believe that we are all made in the image and likeness of God, which means we deserve respect, kindness, and love. Treating others with care and fairness is one way we honour the dignity that God has given to every human being.

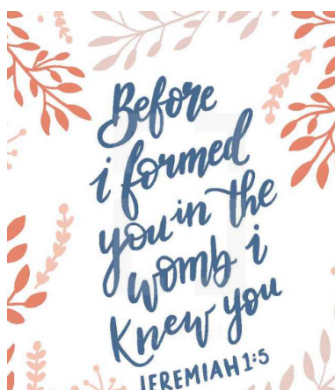


Law on Abortion in the UK

- A woman can have an abortion up to 24 weeks into her pregnancy in the UK.
- 2 Doctors have to agree to the abortion.
- A woman can still have an abortion after 24 weeks, but only in strict, extreme circumstances, such as a severe disability to the unborn baby or the woman's life is at risk.

Catholic teachings on Abortion

Catholics believe that in ALL circumstances abortion is wrong. This is because:



- It goes against the sanctity of life, the belief that life is holy and belongs to God.
- They believe life is a gift from God that should always be protected.
- The Bible says 'Do not kill' and due to Catholics believing that life begins at conception, abortion would be ending a life.

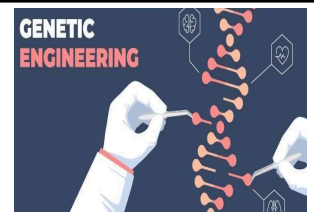
- Pope John Paul II taught in *Evangelium Vitae* that all life is precious and special and should be protected.
- Even in the case of rape and serious disability to the unborn child, Catholics still say that abortion is wrong and adoption would be a better option.

Pro-Life Vs Pro-Choice

<u>Pro-Life</u>	<u>Pro-Choice</u>
• Believes that all life should have the opportunity to grow to reach its full potential	• Agree that Abortion should be a legally acceptable choice for women
• Catholics would be pro-Life supporters, as they are against abortion in all circumstances	• Believe that it is a women's right to choose what happens to her body

Genetic Engineering

Genetic Engineering is the deliberate modification of an organism by changing its genetic material. It is a controversial (much debated) issue, below are some arguments for supporting genetic engineering and some potential dangers with it.



<u>Arguments SUPPORTING Genetic Engineering</u>	<u>Arguments AGAINST Genetic Engineering</u>
It could reduce the suffering that people born with genetic disorders have had to face in their lives.	It would make people with disabilities feel like their life is not as worthy and that their genes should have been modified.
It would reduce the Organ Donation Transplant list as embryos could ensure they are able to donate organs to others.	Genetic Engineering could reduce humankind's diversity.
God has enabled us to discover this technology, of course he would want us to use it to make things better.	We don't know the long-term effects of Genetic Engineering as it is a fairly new technology.

Marriage Ceremony

- The Catholic Marriage Ceremony involves the following:
- Liturgy of the Word – This is when everyone will listen to the words from the Bible and will include 1 or 2 readings and the Gospel. The readings will be chosen because of their connection with love and marriage.
- Questions about consent – The couple will answer to the following questions, 'Have you come to this marriage freely and wholeheartedly?', 'Are you prepared to lovingly accept children from God

and bring them up accordingly to God and the Church?'. If the answer is no to any of these questions, then the Priest will stop the wedding and the couple will be unable to get married.

- Consent/Vows - During the exchange of vows the couple will consent to one another, promising to love and cherish their spouse forever. Their vows include 'through sickness and in health, till death do us part'.
- Exchange of rings – The Priest will bless the rings and they are given as 'a sign of love and fidelity'. This is seen as a sign of their marriage.
- Prayers and Blessing – The final blessing brings the liturgy to a conclusion. It sends the couple out with God's blessing on their love and marriage.

Importance of Marriage for Catholics

Remember SPEL

1. Sacrament – A sacrament brings someone closer to God, it also brings God's blessing on the marriage. The couple will declare their love before God, family and friends.
2. Permanent - The couples will promise that their marriage will last forever and that they will not divorce.
3. Exclusive - This means the couple will promise that the marriage will just be between the two of them and they will not have a sexual relationship with anyone else. It will be monogamous – Married to only one person.
4. Life-Giving - The couple will promise to pro-create, meaning they will promise to have children within their marriage. Pope Francis says '*children have a right to grow up in a family with a father and a mother*'.

