



Year 9
Assessment
Guide
2021

This booklet is designed to prepare you for the Year 9 assessment week.

Assessment Dates: Monday 22 February - Friday 5 March 2021

Your parents/carers have been sent a link to this guide, so that they know how to support you at home during the assessments. The results of the Year 9 exams will be given to you in your lessons, but will also be part of your next Progress Tracker.

Please note that these assessments will be sat remotely, from home. All assessments will be during the normal lessons. Your class teachers will give you further information leading up to these assessments. If you have specific questions about these assessments, please talk directly to your class teacher.

You will need to be in the normal class hangout promptly at the start of the lesson and the teacher will give you the instructions for the assessment. Each one will last for 45 minutes (apart from French which is 50 minutes).

Here is a link to the timetable for the assessments. [LINK](#)

Mrs Ellershaw is the Academic Excellence Team member supporting Year 9. If students have any questions about revision techniques, organisation or need support to revise, please get in touch with her (aellershaw@tringschool.org). There is also extra support available on the [KS3 Study Support Website](#).

Year 9 Subject Assessment Information 2021

Subject	Topics to revise
English	<p>English Revision Website - SITE LINK</p> <p><u>Section A: Reading</u> Students will read an extract from a fiction text and will need to write one or more analytical PEE paragraph(s). Q1: information retrieval, short response Q2: explore effects of language & structure in the text - PEE Paragraph analytical response</p> <p>Areas to revise:</p> <ul style="list-style-type: none"> ● Language devices (word choices and techniques) <u>and effects</u> ● Structural devices (sentence types, punctuation, paragraphs, developments, whole-text structure, beginning/middle/end) <u>and effects</u> <p><u>Section B: Writing</u> Students will have a <u>choice</u> of 2 tasks that are thematically linked to the reading in Section A - complete one task</p> <p>Students could be asked to write any one of the following:</p> <ul style="list-style-type: none"> ● Diary ● Short story ● Autobiography ● Description <p><u>Students will be assessed on the following:</u></p> <ul style="list-style-type: none"> - Awareness of purpose, audience and form - Paragraphs - Deliberate and effective opening and ending - Full control - Variety of sentence structures - Range of punctuation - Ambitious vocabulary - Correct spellings <p>READING BOOK RECOMMENDATIONS: Many students ask their teachers to recommend books for them to read at home. www.lovereadng4kids.co.uk/ is a website with over 300,000 book recommendations where you can search by age, book type or topic. Reading is integral to your learning - take a look and ensure your making time to read.</p>
Maths	<p>Students will be completing one paper. This will be a calculator assessment on MathsWatch.</p> <p>The topics to be assessed on the paper are:</p> <ul style="list-style-type: none"> Rounding Factors and multiples Metric unit conversion Powers and indices Converting between FDP Finding percentages of amounts Finding fractions of amounts Collecting like algebraic terms Calculating with money Continuing a sequence Using a calculator Substituting into a formula Finding the perimeter of shapes

	<p>Estimating length Rearranging formulae Finding angles in quadrilaterals and triangles Exchange rates Converting between units Dividing quantities into ratios Completing Venn diagrams Compound interest (increasing percentage by a multiplier)</p> <p>Students can look at previous assessments for examples of questions and also the website www.mathsgenie.co.uk can be used to access Foundation GCSE Papers where there are copies of papers, solutions and in some cases video solutions. There are also topic packs of GCSE style questions for revising.</p>
Science	<p>Yr 9 Assessment Week The test will be 45 minutes long and will be on the following topics that have been studied in year 9 and the last few weeks of year 8:</p> <p>Biology: Genetics and Evolution: https://www.bbc.com/bitesize/topics/zpffr82 and https://www.bbc.com/bitesize/guides/zw9jq6f/revision/1 Photosynthesis: https://www.bbc.com/bitesize/guides/zpwmxnb/revision/1</p> <p>Chemistry: Chemical Reactions: https://www.bbc.com/bitesize/topics/zypsgk7 https://www.bbc.com/bitesize/guides/zqd2mp3/revision/5 The Earth and Atmosphere: https://www.bbc.com/bitesize/guides/zgb9kqt/revision/1</p> <p>All classes will have revision lessons on these topics prior to the test. In addition there will be Educake quizzes set for homework and the students can use their digital lesson slides as well as the previous topic tests which can be found on their digital classroom with the correct answers which students typed in green text when they went through these tests with their teachers.</p> <p>Students can also use the resources on the new science website that all classes are very familiar with using. Links to the BBC bitesize website for each topic can also be found above. Equipment needed for the exam include a ruler, x2 writing pens (black ink), a pencil and a calculator.</p>
Geography	<p>The Year 9 assessment will be based upon all topics that we have covered since the start of Year 9: Why are our coastlines important? How does development change around the world? and Africa. The assessment will be a variety of questions spread across the topics.</p> <p><u>Why are coasts important?</u></p> <ul style="list-style-type: none"> ● The importance of coastlines due to their landforms (Norway fjords and Bay of Fundy) ● The importance of the coastline for tourism (Dubai and Australia) ● The importance of sea level rise and how it is impacting our coasts (Florida and Jakarta) ● For each of these you need to know facts about what is there and where relevant, the impacts and management <p><u>How does development change around the world</u></p> <ul style="list-style-type: none"> ● What is development? ● How can we measure development? ● Why do different countries develop at different rates? ● How does conflict affect levels of development? <p><u>Africa</u></p> <ul style="list-style-type: none"> ● Stereotypes and perceptions of Africa ● How diverse is Africa physically? - Climate & biomes <p>The test is out of 42 marks and will last 45 minutes. It will include a mixture of different questions which we have practiced in class including; multiple choice, 2, 4, 6 and 9 mark questions. Students need to learn the content of all the topics to answer a range of these questions.</p>

	<p>There are also questions involving skills e.g. identify patterns on world maps, complete graphs and describing graphs. This is typical of a GCSE style test.</p> <p>To ensure that students achieve the best that they can in Geography:</p> <ul style="list-style-type: none"> • Read through your exercise book where you will find all the topic content. • Use the revision slides and workbook that will be shared on your google classroom • Use the KS3 Geography Google site to access lots of useful revision tools. This includes map skills games, reading to support understanding of the topic content, understand what the command words require e.g. state, describe, explain, assess, evaluate. Students should ask their teacher if they cannot see the website. • From your exercise book, make different revision techniques: flash cards, quizzes, posters, spider diagrams. Many lessons and resources can also be found on the students Google classroom. • Practice using case studies e.g. How a conflict can impact the levels of development. • Understand sequences of processes and concepts e.g. the formation of a fjord. • There are some useful websites to support some of our topics e.g. BBC bitesize. • Make sure you ask your teacher if you do not understand something.
<p>History</p>	<p>Students will be answering GCSE style questions as they have been in all their tests this year. You need to revise the following two topics that you have been looking at since lockdown:</p> <p>WWII Battle of Britain Blitz</p> <p>(For the topics above ensure you look at when the event was, what happened, who was involved, whether it was a failure or not and the consequences.)</p> <p>The test will be 45 minutes long and there will be 2 questions. The first question is a description based question based on an aspect of the topics above and the second will be looking at the utility of a historical source (how useful the source is for a historian.).</p> <p>We will go over the essay technique in the week before half term.</p> <ul style="list-style-type: none"> - To revise ensure you do not simply read through your notes. You could use the BBC bitesize website which has lots of useful details. - BBC Bitesize WWII World War Two - KS3 History - Battle of Britain: <ul style="list-style-type: none"> - 8 Things You Need To Know About The Battle Of Britain - https://www.ducksters.com/history/world_war_ii/battle_of_britain.php - https://www.historynet.com/battle-of-britain-the-few-four-score-on.htm - Blitz: <ul style="list-style-type: none"> - History - British History in depth: The Blitz: Sorting the Myth from the Reality - The Blitz Around Britain - The Blitz - Create a spider-diagram or mind map on each topic, create revision flash cards where you write a question on one side and the answer on the other and ask someone to test you. - Ensure you look back over how to structure each type of question - we have done this in previous assessments and will go over this. Don't forget to look at the targets your teacher gave you and ensure you work on these for the exam.
<p>Philosophy and Religious Studies</p>	<p>The exam will be a GCSE style exam paper, including the different question types we have been practising - multiple choice worth 1 mark, short answer questions worth 2, 4 and 5 marks, as well as an extended essay style answer worth 12 marks, with 3 additional SPaG marks. The assessment will be 45 mins.</p> <p>Students will need to revise everything we have covered since September:</p>

	<ol style="list-style-type: none"> 1. Old Testament Foundations 2. Religion and Science (Design Argument and First Cause/Cosmological Argument only) 3. Who was Jesus? <p>Students should revise from their books and use resources available to them on Classroom.</p>
French	<p><u>Reading & Listening</u> Students will be required to respond to various texts and to answer questions in English or French.</p> <p><u>Topics to revise</u> Hobbies, Personalities, TV viewing habits Music genres and opinions, film genres and opinions Using technology for leisure activities Risks of social networking sites, Pros and cons of new technology, Numbers</p> <p><u>Grammar to revise</u> Present tense - present Perfect tense - passé-composé - J'ai or je suis + another verb ending in é, i or u - je suis allé, j'ai fait, j'ai choisi de, j'ai attendu, j'ai perdu Future tense - futur proche - je vais + an infinitive Time markers - le weekend dernier, la semaine prochaine, hier, il y a deux semaines</p>
D & T	<p><u>D&T</u></p> <ul style="list-style-type: none"> → What a specification is → An understanding of the following words:- aesthetics, ergonomics and anthropometrics . → Benefits of modelling → Health and Safety → Difference between 2D and 3D drawings <p><u>Food Preparation and Nutrition</u></p> <ul style="list-style-type: none"> → Health and Safety → Food equipment → Pastry → Bread
Music	<p><u>Assessment</u> One listening assessment: students will be asked to listen to a piece of music and then answer questions based on the music key terms and applying this to the piece.</p> <p>The key terms are related to the main areas in music: Dynamics, Rhythm and Metre, Tempo, Structure, Melody, Instrumentation, Texture, Harmony and Tonality.</p> <p>See link here for revision of these key terms.</p>