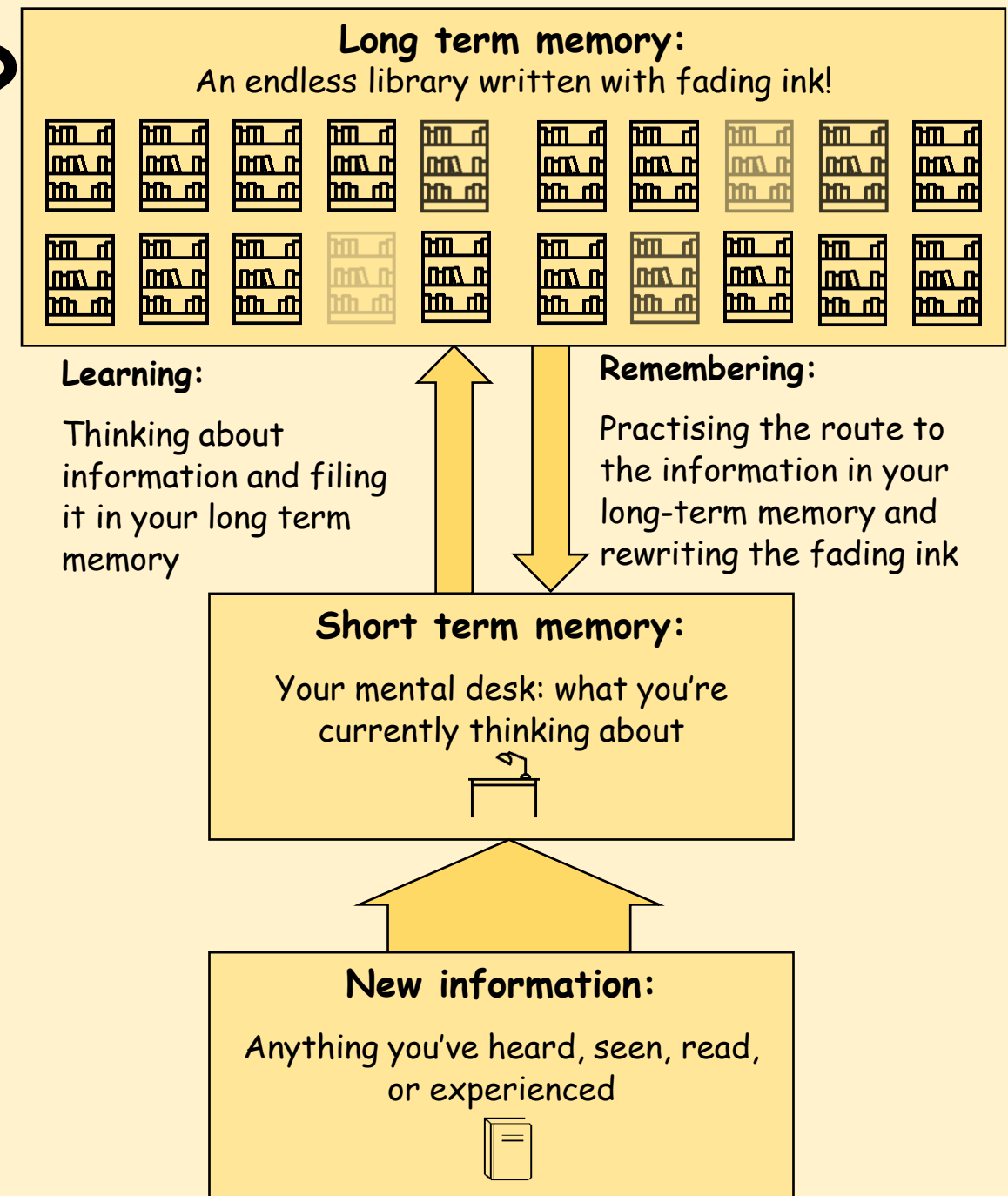


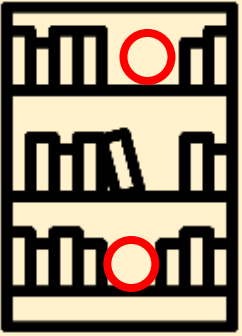
# Yr9 - How do I practice?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.



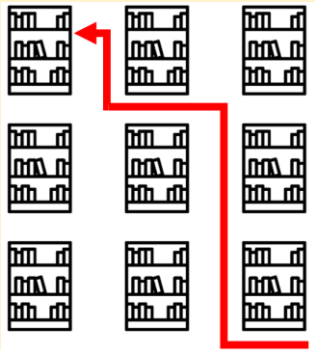
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

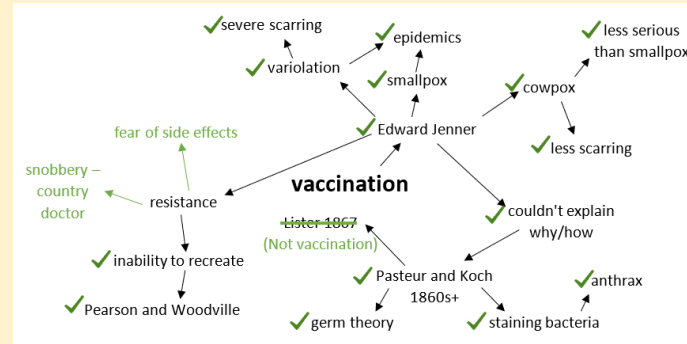
# Strategies to try:

Use your exercise book to help create these revision resources.

## Self-quizzing:

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6

## Writing a concept map:



## Watch videos:



## Flashcards:

osmosis

Net movement of water from a high concentration to low concentration across a partially permeable membrane

## Practising exam questions:



## Online platforms:



# AQA English Literature An Inspector Calls

## Suggested approach:

- 1) Dump your quotations.
- 2) Read and deconstruct the question. Dump reminders.
- 3) Mind map parts of the text and quotations that you can remember which might link to this question.
- 4) Choose your quotations and moments from the text to explore (at least 3), along with your overall argument.
- 5) Explode your first quotation then write your paragraph. Repeat until you have completed your essay.



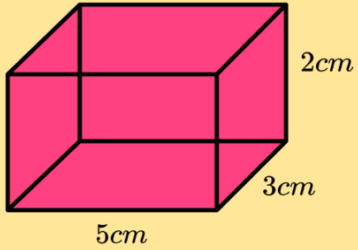
- Suggest...
- Implies...
- Leads me to believe...

1. "If men will not learn that lesson, they will be taught it in fire and blood and anguish" (Inspector)
2. "There are millions and millions of Eva Smiths and John Smiths" (Inspector)
3. "The Titanic...unsinkable.. absolutely unsinkable" (Mr B)
4. "Each of you helped to kill her" (Inspector)
5. "All mixed up like bees in a hive, community and all that nonsense" (Mr B)
6. "I am a hard-headed practical man of business" (Mr B)
7. "The younger generation who can't even take a joke" (Mr B)
8. "We don't live alone, we live as one body" (Inspector)
9. "She died in misery and agony hating life" (Inspector)
10. "It is better to ask for the Earth than to take it" (Inspector)
11. The lighting should be pink and intimate until the Inspector arrives where it should be brighter and harder. (Stage directions)
12. "But these girls aren't cheap labour- they're people" (Sheila)

## Student area

Go onto the English student area for revision videos, quizzes and activities to support your revision and practice!

# Mathematics Year 9



Face	Area
Bottom	$5 \times 3 = 15$
Top	15
Front	$5 \times 2 = 10$
Back	10
Right side	$2 \times 3 = 6$
Left side	6

$$\begin{aligned}\text{Total surface area} &= 15 + 15 + 10 + 10 + 6 + 6 \\ &= 62\text{cm}^2\end{aligned}$$

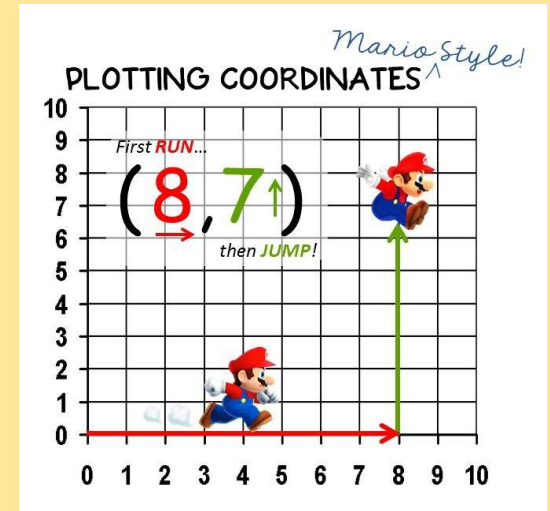
## Some topics to revise (Sparx code)

Volume of a cube (M765)

Solve one step equations (M707)

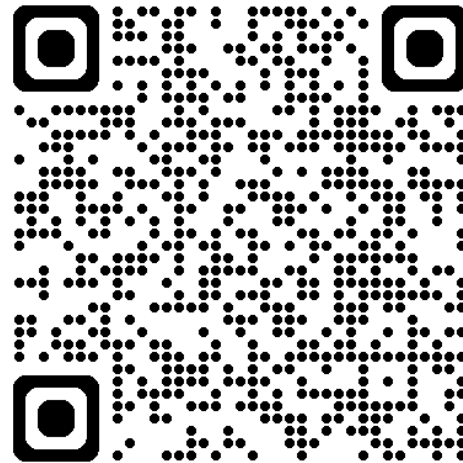
Find equation from the graph (M544)

Plotting straight line graphs (M932)



## Prime numbers:

- Have exactly two factors
- 2, 3, 5, 7, 11, 13, ...
- 2 is the only even prime number



## Workings

Show each stage of your working, try not to do too much calculating in your head, we can't mark what isn't written!!

Show off what you know!

## Presentation

Present your work logically and in an organized way on the page, sufficient that the order of the process of solution is clear and unambiguous. **Work down the page and use bullet points or steps.**



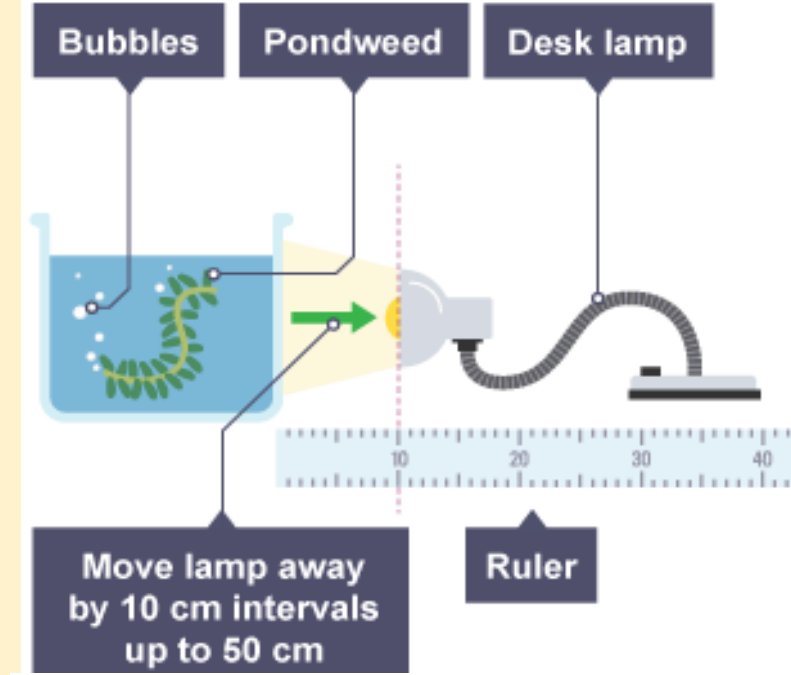
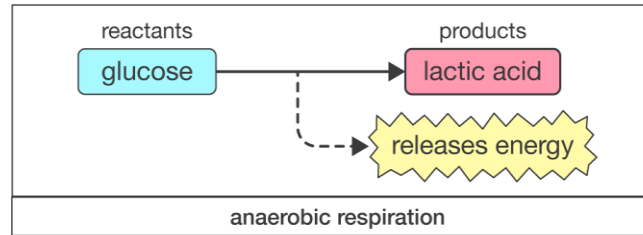
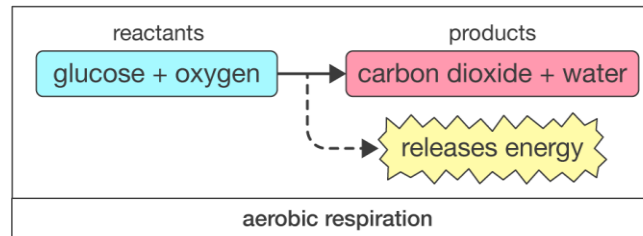
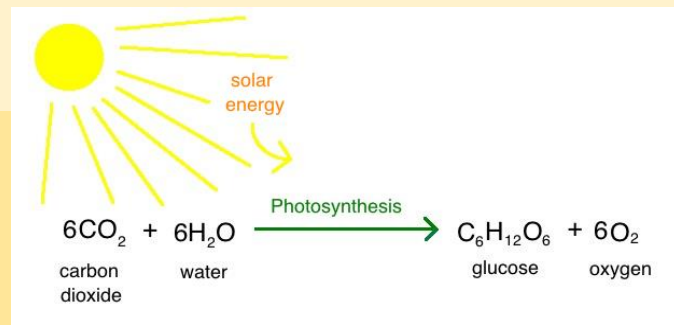
# Year 9 - Science

## Key Areas:

- Photosynthesis
- Respiration (Aerobic)
- Respiration (Anerobic)

## Topics from years 7 and 8

- Electricity
- Atoms and Compounds



1. Set up a boiling tube containing 45 cm<sup>3</sup> of sodium hydrogencarbonate solution (1%). Allow the tube to stand for a few minutes and shake to disperse any air bubbles that might form.
2. Cut a piece of the pondweed, *Cabomba*. The pondweed should be 8 cm long.
3. Use forceps to place the pondweed in the boiling tube carefully. Make sure that you don't damage the pondweed, or cause the liquid to overflow.
4. Position the boiling tube so that the pondweed is 10 cm away from the light source. Allow the boiling tube to stand for five minutes. Count the number of bubbles emerging from the cut end of the stems in one minute. Repeat the count five times and record your results.
5. Calculate the average number of bubbles produced per minute. Repeat the experiment at different distances away from the light source.

## Variables

- Independent variable – distance from the light source/light intensity.
- Dependent variable – the number of bubbles produced per minute.
- Control variables – concentration of sodium hydrogencarbonate solution, temperature, using the same piece of *Cabomba* pondweed each time.

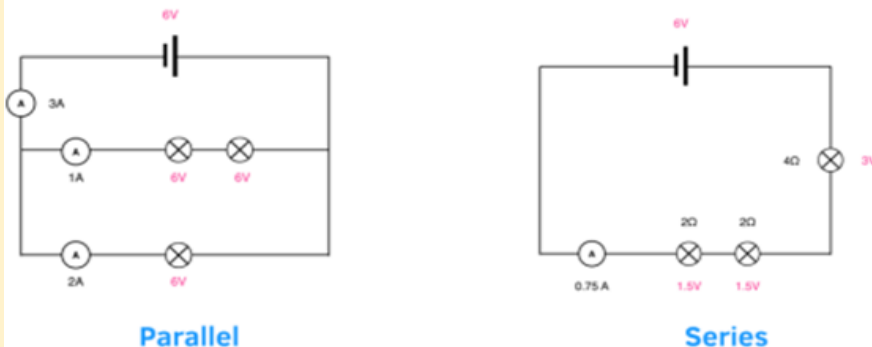
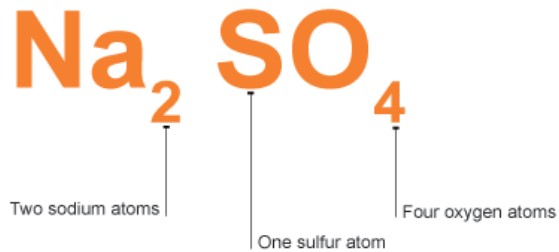


Fig 1. Components in Series and Parallel.

## Student Area:





# RE

## What you will be asked to do:

- Complete a multiple choice test across all of these topics
- Complete a written task from a choice of options across these topics

## Key Topics:

- Philosophy
- Metaphysics
- Epistemology
- Ethics

## From last term

- Guru
- Khalsa
- Sewa



At Communicate	... <b>respond creatively as well as offer more detailed explanations</b> for their own responses to their experiences of the concepts/words introduced.
At Apply	... <b>explain examples of</b> how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	<p>... <b>accurately explain meanings of concepts/words</b> in the traditions encountered and studied (taught at the <b>Inquire</b> step).</p> <p>... <b>accurately explain</b> the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with examples (taught at the <b>Contextualise</b> step).</p> <p>... <b>appreciate and begin to explain how the concepts/words may interact together</b> to influence the way people think and speak and act in the world.</p>
At Evaluate	<p>... <b>discern value</b> of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise <b>articulating the value</b> of their interconnections.</p> <p>... <b>discern possible value for</b> their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).</p>



## Where to find information:

- Your book- this should contain everything you need
- BBC Bitesize Christianity
- BBC Bitesize Buddhism
- Text books- speak to Mr May for the loan of a text book if you would like further information
- Your class teacher- if you are unsure about anything speak to your teacher

# Geography

## Key Questions:

How are resources distributed across the world? – describing the patterns using TEA

How can food supplies become more sustainable?

How has the UK's geography helped it become a superpower?

The British Empire – can you balance the argument?

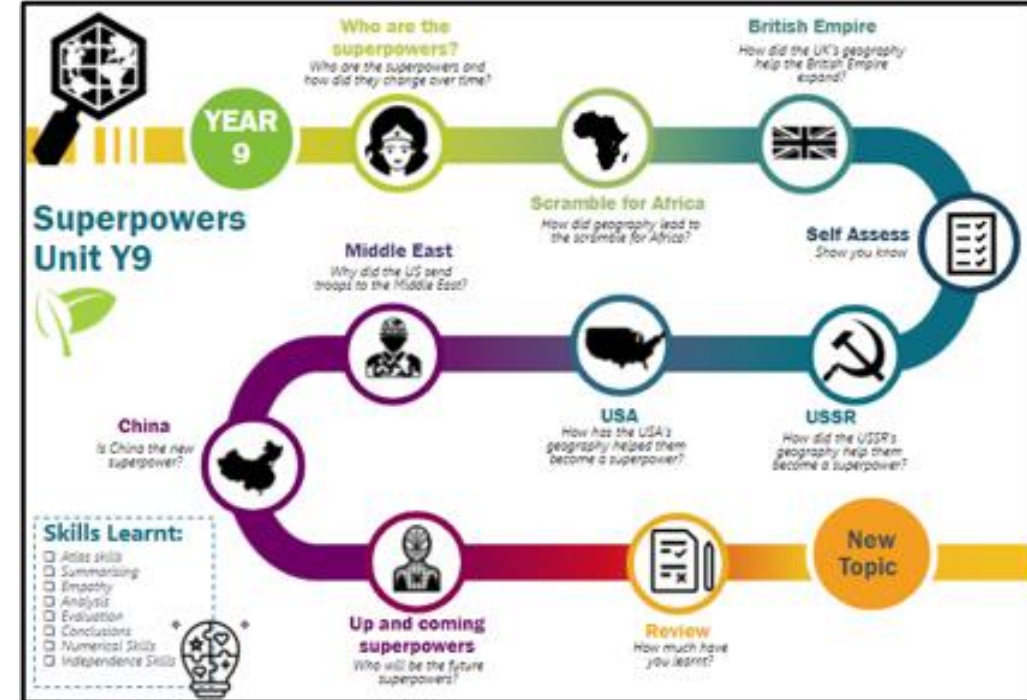
Water stress, what are the impacts and the solutions?

**Use the student area  
to recap and review  
all our lessons**

[Y9 - Superpowers  
\(sharepoint.com\)](#)



[Y9 - Sustainability  
\(sharepoint.com\)](#)





# Year 9 History - Key Assessment 1

Topics we have studied in Year 7 and 8 that will come up on the test:

- Norman Conquest and Battle of Hastings
- Henry VIII and the Reformation
- European Empires

Topics we have studied in Year 9 that will come up on the test:

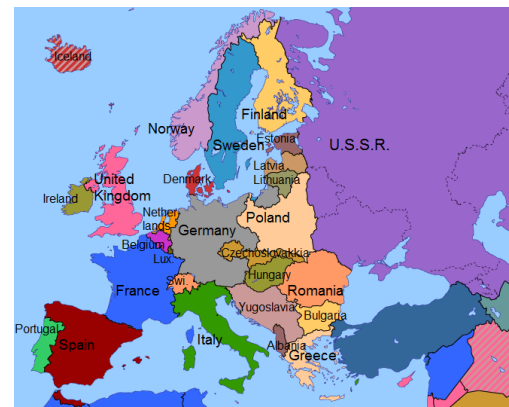
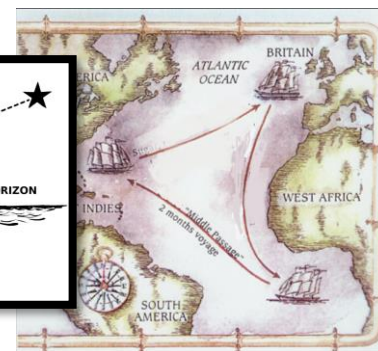
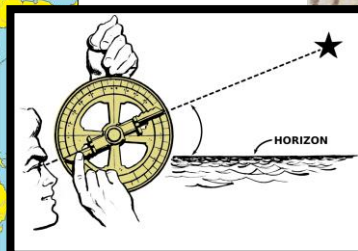
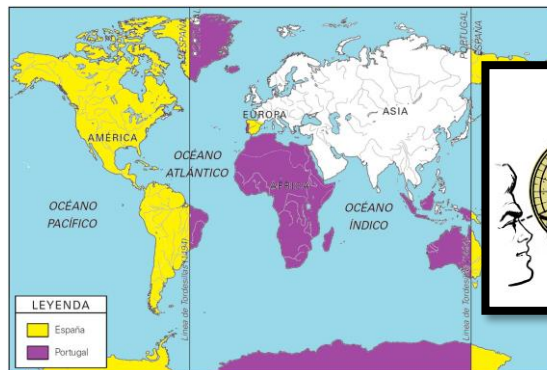
- Causes of World War II
- The end of World War II
- The Holocaust

Student Page for History



Tips for success:

- Revise the 'big stories', what is the theme in each of the topics?
- Remember some specific historical facts for each topic.
- History is not just about learning dates!



## Key Revision Questions

1. How did King William I change England?
2. Why did Henry VIII set up the Church of England?
3. What is anti-Semitism and persecution?
4. Why did World War II begin?
5. What was the significance of Operation Barbarossa?
6. How did persecution of Jewish people change in the 1930s?

# Spanish

## What you need to know to do well in Key Assessment 1:

Saying who you live with and who is in your family (family vocabulary)

Describing yours and people's appearance and personality using the correct adjective endings (masculine/feminine/singular/plural)

Use SER & ESTAR accurately

Say how you get on with your family and why + use reflexive verbs to say who you look like (LLEVARSE / PARECERSE)

Describing a photo with at least 4 details – GCSE!!!

Say what your family does for a living - JOBS

Say what you do to help at home, how often and what you think of it

Giving opinions and reasons using connectives to contrast

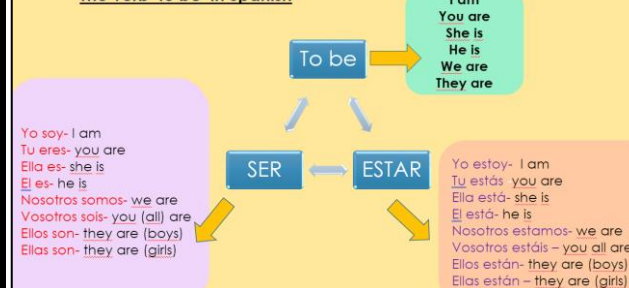
Yes/ No	Family member	BECAUSE	Reason
me llevo bien con (I get on well with) me llevo muy bien con (I get on very well with)	mis padres mi madre mi madrastra mi padre mi padrastro mi hermana mi hermano mi primo mi prima	porque ya que	me deja salir los fines (he/she lets me go out at the weekends) me dejan salir los fines (they let me go out at the weekends) es relajado / relajada (he/she is relaxed) son relajados / relajadas (they are relaxed) confía en mí (he/she trusts me) confían en mí (they trust me) tenemos mucho en común- (we have a lot in common) no discutimos- (we do not argue)
no me llevo bien con (I don't get on well with) me llevo mal con (I get on badly with)			me trata como un bebé (he/ she treats me like a baby) me tratan como un bebé (they treat me like a baby) es severo / severa (he/she is severe) son severos / severas (they are severe) no puedo salir con mis amigos (I can't go out with my friends) discutimos mucho (we argue a lot) Ella/el me enfada- (s/he annoys me)

## RELATIONSHIPS

## FAMILY

	masculino		feminino
grandad	abuelo	grandma	abuela
father	padre	mother	madre
son	hijo	daughter	hija
nephew	sobrino	niece	sobrina
brother	hermano	sister	hermana
cousin	primo	cousin	prima
uncle	tío	aunt	tía

## The verb 'to be' in Spanish



SER
DATE
OCCUPATION
CHARACTERISTIC
TIME
ORIGIN
RELATION

ESTAR
POSITION
LOCATION
ACTION
CONDITION
EMOTION

Who is in the photo: Hay _____ personas en la foto. Hay un grupo de _____ personas. Hay una familia / una pareja . Hay un hombre / una mujer / un chico / una chica Hay un grupo de amigos/ profesores / alumnos / colegas	There are _____ people in the photo There is a group of _____ people There is a family / a couple. There is a man / a woman / a boy / a girl There is a group of friends/teachers/students/ colleagues
Where the action takes place: Está / Están... en el parque / el colegio / una casa / una tienda / la oficina un restaurante / un centro comercial/ un hotel una fiesta / una boda / la playa / on holiday el campo / las montañas / la costa / la ciudad	[S]he is / They are... in the park / the school / a house / a shop / the office a restaurant / a shopping centre / a hotel a party / a wedding / the beach / de vacaciones the countryside / the mountains / the coast / the city
IF THEY ARE OUTSIDE: Weather Hace sol / calor / frío / buen tiempo/ mal tiempo	It's sunny / hot / cold / nice weather / bad weather
IF THEY ARE INSIDE: Feelings Parece / Parecen... preocupado / contento / triste / feliz / relajado → don't forget to change the adjective ending to match who you are describing.	[S]he looks / They look... worried / happy / sad / happy / relaxed
What they are doing in the photo: Está / Están... jugando / comiendo / bebiendo / trabajando / escuchando / leyendo / viendo / cocinando / celebrando	[S]he is / They are... playing / eating / drinking / working / listening / reading / watching / cooking / celebrating

## DESCRIBING A PHOTO

## CHORES

1. pasar la aspiradora	2. cocinar	3. hacer la cama	4. poner la mesa	5. lavar los platos
6. no hacer nada	7. hacer la compra	8. poner la lavadora	9. sacar la basura	10. trabajar en el jardín

## Tips to revise for your Spanish assessment:

- use the student page to look at the lessons and revise from the PowerPoints.
- log into MEMRISE (password: Park2022) and complete the revision courses set to your class
- prepare flashcards with the key vocabulary and ask someone at home to test you.
- write a paragraph about your family and send it to your teacher for feedback.

## HAIR

Tiene (He / She has)	el pelo	•corto •medio largo •largo	•liso •ondulado •rizado	y	•rubio •castaño •moreno •negro •pelirrojo •blanco/ canoso
----------------------	---------	----------------------------------	-------------------------------	---	---

## EYES

Tiene (He / She has)	los ojos	•azules •marrones •verdes
Tienen (They have)		

## APPEARANCE

Es calvo/a
Es gordo/a
Es delgado/a
Es musculoso/a
Es viejo/a
Es joven
Es feo/a
Es guapo/a
Es alto/a
Es bajo/a
Tiene pecas
Lleva gafas
Lleva un hiyab

## JOBS

médico/a	fontanero/a
cocinero/a	constructor(a)
enfermero/a	ingeniero/a
profesor(a)	bombero/a
abogado/a	fisioterapeuta
electricista	pintor(a)
camarero/a	mecánico/a
peluquero/a	escritor(a)
dependiente	repcionista/secretario/a
desempleado/a	contador(a)



# Year 9 - Computer Science

## Cybersecurity

In this unit we went on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. Then we considered the value of your data to organisations and what they might use it for. We then explored social engineering techniques used by cybercriminals to try to trick users into giving away their personal data and then investigated cyber crimes such as hacking, DDoS attacks, and malware, as well as looking at methods to protect ourselves and our networks against these attacks.

### Keywords:

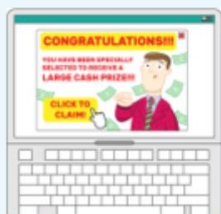
Data	User behaviour	Malware	Name generator
Information	Privacy policies	Social engineering	Scam
Cybersecurity	Data protection	Phishing	Cyberthreats
Cybercriminals	Data subject	Blagging	hacking
Ethical hacking	Penetration testing	Brute force attacks	DoS
profiling	Data portability	Shouldering	DDoS
Anti-malware	Firewall	Authentication	Botnet
Trojans	Biometrics	2FA	CAPTCHA
Ransomware	Virus	ISP	

### Social engineering

There are lots of technical ways to try and keep data safe and secure.

**Human error** arguably creates the largest risk of the data being compromised.

**Social engineering** is a set of methods used by cybercriminals to deceive individuals into handing over information that they can use for fraudulent purposes.



### Malware

Malware (malicious software) is software that is designed to gain access to your computer with malicious intent.

Malicious intent includes:

- Disabling hardware
- Data theft
- Forced advertising
- Sending email spam
- Extorting money



## Data Science

In this unit we were introduced to data science, and by the end of the unit you will be empowered by knowing how to use data to investigate problems and make changes to the world around you. You have been exposed to both global and local data sets and gained an understanding of how visualising data can help with the process of identifying patterns and trends. Towards the end of the unit, you will go through the steps of the investigative cycle to try to solve a problem in the school using data.

### Keywords:

Data science	Prediction	PPDAC	Conclusion
Visualisation	Criteria	Investigative cycle	Evaluation
Insight	Outliers	Data cleansing	Comparison
Infographic	Correlation	Analysis	Contrast

### Infographics versus data visualisations

**Data visualisations** are visual representation of data (such as charts and graphs) intended to help an audience process the information more easily and get a clear idea about the data at a glance.

**Infographics** are visual representations of data, often involving pictures that reflect patterns and help tell a story.

Infographics can include visualisations.



### Where are the anomalies in the data?

Until 1949, most of the data follows a slow upward trend, but there are a few odd blips.

Data that sits outside a trend is known as an **outlier**.

Outliers can cause problems when working out statistics such as the mean, but they shouldn't be removed from the data set without investigating the reason for them.



# PE End of Term 1 Revision Topics - Yr9



## Warming up

- Stages
- Purpose
- Benefits



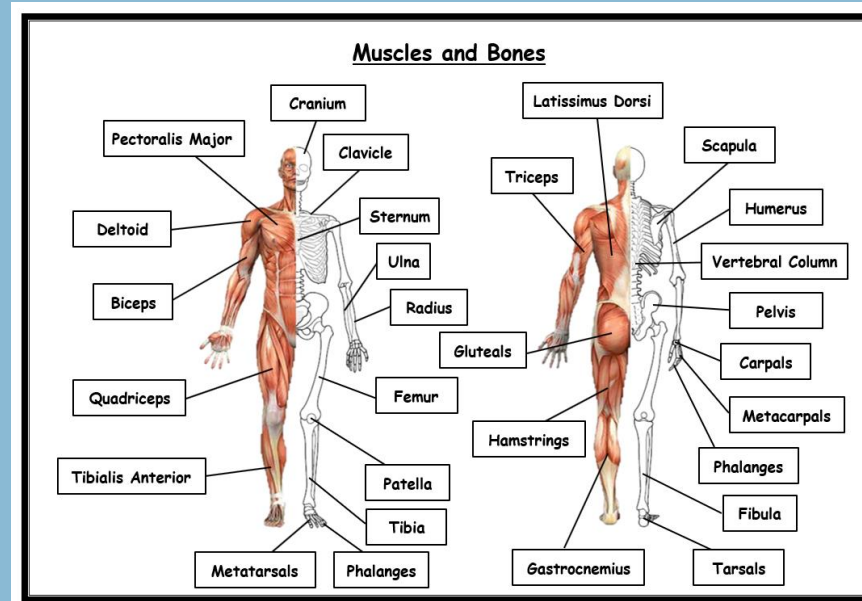
## Short term effects of exercise

- Cardiorespiratory system
- Musculoskeletal system
- What and why



## Heart rate

- Resting heart rate
- Working heart rate
- Maximum heart rate

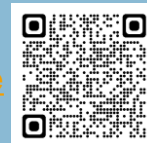


## Remember

- Read each question carefully
- Select the correct number of responses

More info at –  
BBC Bitesize [Home - BBC Bitesize](#)

PE student pages



Step 1 = 0-15%  
Step 2 = 15-30%  
Step 3 = 31-49%  
Step 4 = 50-69%  
Step 5 = 70-100%

## Components of fitness

- Health related components
- Physical components
- Definitions and examples

## Mary Must cAre For Bill Smith

Components of Physical Fitness

## P-CRAB

-Components of Skill related fitness

