GEORGE ABBOT
NON SIBI SED TOTI
SCHOOL

Year 9 Spring Exams Revision Guide

For Students and Parents/Carers

GEORGE ABBOT
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Y9 Spring Exams

Date	Activity
19th January	Revision fortnight begins. Practical subjects will continue to set tasks. Other subjects will only set Home Learning tasks that are directly relevant for the Y9 Spring Exams.
2nd February – 6th February	Y9 Exams

About these assessments.

These assessments are important because they can give students and parents an accurate view of those subjects which may be particularly appropriate when Option Choices are made in the spring of Y9.

These assessments mainly take **place in Elmslie Hall**, so that students experience formal exams. Each department decides how much time the assessment will take. Some students have 'access arrangements', which may include a different venue, scribe, reader, or extra time.

Students will have feedback, from their teachers, after the assessments have been marked, and parents will receive a formal report.

How to support your child.

1. Join with us in promoting a mentally healthy approach to school assessments. Children should continue to participate in their normal clubs and leisure activities.
2. Use this information booklet to help your child create a revision timetable and help motivate them to stick to it. There's a template you could use at the end of this booklet. Form tutors will support students to practise their revision skills in tutor sessions before the revision fortnight begins.
3. Learn about the revision methods we teach them to use, in Y9, so that you can encourage them to practise these tried-and-trusted techniques. Read about them on the next page.
4. Make sure your child has the right equipment for each assessment. If they need equipment which you cannot provide, please make contact with our Home School Link Workers who will be able to help: hslw@georgeabbot.surrey.sch.uk
5. During assessment week, be particularly firm about bedtimes, screen time and healthy eating. Don't forget that students can have free porridge before school, in Raynham Canteen.

Visual Arts and Technologies (including Food & Nutrition)
assess performance throughout Y9,
using a very similar format to the assessment process at GCSE.
Students will not sit assessments in these subjects, in assessment week.

How to revise

Leitner flashcards:

• Question on one side, answer on the other

• Key term on one side, definition on the other

• Historical event on one side, key date on the other **etc.**

How to…

• Get 3 envelopes – write 'everyday' / 'every 3 days' / 'every week'

• Test yourself on your flash cards everyday

• On day one, all cards start in the 'everyday' envelope

• If you get the flash card correct, move it to your 'every 3 days' envelope. If you get it wrong, keep it in your 'everyday envelope'

• On the third day, test yourself on the 'everyday' and 'every 3 days' envelope. Cards that are correct, move to 'every week' envelope, cards that are wrong, move back to 'everyday'

• On the seventh day test on all three – any wrong, move to 'everyday'

Drop knowledge:

On blank paper:

• Using notes, write down headers for the major areas you will be assessed on

• Without notes, write down as much as you can underneath each header – i.e. write what you know

• When you can no longer write anything, use your notes and complete all areas of the worksheet – the information you add now to your sheet should be in a different coloured pen

• Review the areas of knowledge in the different coloured pen

How to use the Student Learning Environment (SLE).

Students should go to the Student Hub:

https://www.georgeabbot.surrey.sch.uk/student-hub/.

From here, they should click on 'Student Learning Environment'. Once logged in, using their school email and password, they will see all their subjects listed and can click through to resources.

Student Learning Environment

GEORGE ABBOT SCHOOL

Biology

Topic: Cell Biology. Students learn about animal and plant cells; bacteria and yeast cells; specialised cells and differentiation; microscopes and magnification; diffusion, osmosis, active transport, chromosomes, cell division and stem cells.

In this assessment, students will answer a range of short answer questions.

How to prepare:
Students should be completely up to date with their Sparx learning tasks which cover this topic.

Students will be directed to revision resources for this unit as Home Learning. Lessons, resources and revision materials can all be found in the SLE. Parents/carers could use these revision resources to quiz their child. Students should look at **units B1 Part 1 and B1 Part 2**

Equipment:
Pen, pencil, ruler, calculator.

Examples of revision resources available on the SLE

a
Draw and label a typical plant cell.

Which organelle is...
- the site of aerobic respiration?

_____

- the site of protein synthesis?

_____

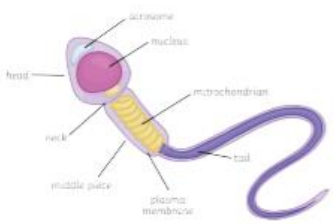
- the site of photosynthesis?

_____

b
Sperm cells are specialised cells. Explain how the acrosome helps the sperm cell to carry out its function.

_____

_____



c
Draw and label the parts of a typical bacterial cell.

d
Why do cells undergo mitosis?

_____

What has to happen before the cell divides?

_____

_____

What happens
1. _____
_____
2. _____
_____
3. _____

What are 'emb
_____

Name two me
embryonic ste
1. _____
2. _____

f
Diffusion is: (Tick the correct box.)
a. The movement of water particles from a high water concentration to a lower water concentration ☐
rmeable membrane.

f the particles of any gas or ☐
of high concentration to an
ıtration.

f particles from a low ☐
concentration to a higher concentration.

g
Light microscopes have objective lenses.
What is the purpose of the objective lens?

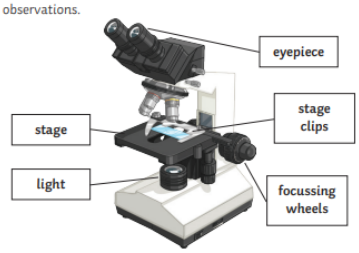
_____

Cell Biology Knowledge Organiser – Foundation and Higher

Required Practical

Microscopy Required Practical

- Includes preparing a slide, using a light microscope, drawing any observations – use a pencil and label important observations.



Osmosis and Potato Practical

- Independent variable – concentration.
- Dependent variable – change in mass.
- Control variable – volume of solution, temperature, time, surface area of the potato.

The potato in the sugar solution will lose water and so will have less mass at the end; the potato in the pure water solution will gain water.

Specialised Cells

When a cell changes to become a specialised cell, it is ca differentiation.

Specialised Cell	Function	Adaptation
sperm	To get the male DNA to the female DNA.	Streamlined head, long tail, lots of mitochondria to provide energy.
nerve	To send electrical impulses around the body.	Long to cover more distance Has branched connections t connect in a network.
muscle	To contract quickly.	Long and contain lots of mitochondria for energy.
root hair	To absorb water from the soil.	A large surface area to abso more water.
phloem	Transports substances around the plant.	Pores to allow cell sap to flo Cells are long and joined en to-end.
xylem	Transports water through the plant.	Hollow in the centre. Tubes are joined end-to-end.

Equations and Maths

Equation

Chemistry

Topic: KS3 cumulative assessment. Questions will come from all the topics covered so far in Y7-9, as outlined below.

Multiple Choice Questions, short answer and longer response questions.

How to prepare:
Students will be set a revision task in Revision Fortnight which they can find on the SLE. Core topics are listed below. Parents/carers could use the revision resources to quiz their child.

Equipment:
Pen, pencil, ruler, calculator.

- State that everything is made of atoms and recall what they are
- Describe what elements and compounds are
- State that elements and compounds are represented by symbols; and use chemical symbols and formulae to represent elements and compounds
- Write word equations and balanced symbol equations for chemical reactions, including using appropriate state symbols
- Describe the difference between the plum pudding model of the atom and the nuclear model of the atom
- State the relative charge of protons, neutrons and electrons and describe the overall charge of an atom
- State the relative masses of protons, neutrons and electrons and describe the distribution of mass in an atom
- Calculate the number of protons, neutrons and electrons in an atom when given its atomic number and mass number
- Describe isotopes as atoms of the same element with different numbers of neutrons
- Define the term relative atomic mass and why it takes into account the abundance of isotopes of the element
- Calculate the relative atomic mass of an element given the percentage abundance of its isotopes
- Describe how electrons fill energy levels in atoms, and represent the electron structure of elements using diagrams and numbers
- Recall how the elements in the periodic table are arranged
- Describe how elements with similar properties are placed in the periodic table
- Explain why elements in the same group have similar properties and how to use the periodic table to predict the reactivity of elements
- Describe the early attempts to classify elements
- Explain the creation and attributes of Mendeleev's periodic table
- Identify metals and non-metals on the periodic table, compare and contrast their properties
- Explain how the atomic structure of metals and non-metals relates to their position in the periodic table
- Describe noble gases (group 0) and explain their lack of reactivity
- Describe the properties of noble gases, including boiling points, predict trends down the group and describe how their properties depend on the outer shell of electrons
- Describe the reactivity and properties of group 1 alkali metals with reference to their electron arrangement and predict their reactions
- Describe the properties of group 7 halogens and how their properties relate to their electron arrangement, including trends in molecular mass, melting and boiling points and reactivity
- Describe the reactions of group 7 halogens with metals and non-metals

English

Topic Romeo and Juliet

There are two assessments in English, both based on Shakespeare's famous play.

1. Analytical writing. Write an analytical response based on an extract. (30 marks)
2. Writing. Write a persuasive piece inspired by the text.(40 marks)

How to prepare:

Students do not need to do anything additional to revise for these assessments.
You can help them by talking about the play using the prompts below.

They should focus really hard in lessons and ask questions if they're unsure about anything that they are learning.

Equipment:
Students need a writing pen (black ink is best) and a ruler.

Romeo and Juliet is a tragic love story where the two main characters, Romeo and Juliet, are supposed to be sworn enemies but fall in love.

Due to their families' ongoing conflict, they are banned from seeing each other, so they make a plan together, with devastating consequences.

English vocabulary

Spring Term Y7-9		
Word	**Definition**	**Antonym**
barbaric	Savagely cruel or unsophisticated.	civilized
subtle	So delicate or precise as to be difficult to analyze or describe.	obvious
conventional	Based on or in accordance with what is generally done or believed.	unconventional
unconventional	Not based on or conforming to what is generally done or believed.	conventional
blinkered	Having or showing a limited outlook.	open-minded
humility	A modest or low view of one's own importance; humbleness.	arrogance
hubristic	Excessively proud or self-confident.	humble
immoral	Not conforming to accepted standards of morality.	moral
moral	Concerned with the principles of right and wrong behavior.	immoral
inescapable	Unable to be avoided or denied.	avoidable
myopic	Lacking imagination, foresight, or intellectual insight.	farsighted
perpetual	Never ending or changing.	temporary
volatile	Liable to change rapidly and unpredictably, especially for the worse.	stable
vulnerable	Exposed to the possibility of being attacked or harmed, either physically or emotionally.	invulnerable
dehumanise	Deprive of positive human qualities.	humanise
fragility	The quality of being easily broken or damaged.	strength
marginalise	Treat (a person, group, or concept) as insignificant or peripheral.	include
misogynistic	Strongly prejudiced against women.	misandrist
internalise	Make (attitudes or behaviour) part of one's nature by learning or unconscious assimilation.	externalise
patriarchal	Relating to or characteristic of a system of society or government controlled by men.	matriarchal

Students are not directly assessed on this vocabulary. However, using more complex words will help lift the quality of their writing.

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Geography

Topic: People and the Biosphere & Forests under Threat

In this assessment, students will answer a range of questions, including multiple choice, short answer, structured long answer and graph/data analysis. We will also be checking their recall of facts relating to climate change and tectonics, which they learned about in years 7 and 8.

How to prepare:
Students can use the checklists available in the SLE to identify the topics that they may be tested on. They could review the lessons, starting first with the topics that they are least confident about. There are revision resources in the SLE, including practice questions.

Equipment:
Pen, pencil, ruler, calculator.

Forests Under Threat PLC

Exam	Topic
Component 3	8

Key Idea	Detailed content	Attempt 1	Attempt 2	Attempt 3	Attempt 4
Key idea 8.1: The structure, functioning and adaptations of the tropical rainforest reflect the equatorial climate.	A. How biotic and abiotic characteristics are interdependent (climate, soil, water, plants, animals and humans), how plants (stratified layers, buttress roots, drip tips) and animals are adapted to the climate.	○	○	○	○
	B. Why tropical rainforests have a very high rate of nutrient cycling which, in turn, supp of biodiversity and complex food w				
Key idea 8.2: The taiga shows different characteristics, reflecting the more extreme and highly seasonal climate.	A. How biotic and abiotic characteri dependent (climate, soil, water, pla humans), how taiga plants (cone-sh simple structure) and animals (migr adapted to the climate.				
	B. Why the taiga has lower producti active nutrient cycling and much lo biodiversity.				

Component 3: People and environmental issues – Making geographical decisions.

Forests under threat.

Explain two ways that plants are adapted to conditions in the tropical rainforest. (4 marks)

Explain why tropical rainforests have complex food webs. (4 marks)

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History

Topic: How did Hitler gain enough support to become Chancellor of Germany?
Students are learning about the Germany after the First World War, the problems of the Weimar Republic and why these and the Depression led to the Nazis gaining control in Germany.

The assessment includes a range of different types of question, including multiple choice, short answer and long answer questions.

How to prepare: Students should learn the information on the Topic Toolbox which is below. Students will be evaluating sources, so they need to make sure they engage fully in all preparation lessons and follow the technique guidance they are given. Parent/carers could watch Episode 1 of 'Rise of the Nazis' on BBC iPlayer with their child.

Equipment:
Students need a writing pen and a ruler.

Topic toolbox: Hitler's rise to power

Key terms	
treaty	An agreement for long-term peace between countries.
diktat	A dictated order. This is how many Germans described the Treaty of Versailles.
democracy	A system of government in which people have some say over who is in power. In a democracy there is also freedom of speech (people can say what they like).
constitution	A set of rules about how a country is governed and its political systems.
Weimar Republic	Another name for Germany between the years 1919 and 1933.
Putsch	A violent takeover of the government (or an attempt at one).
hyperinflation	When money rapidly and significantly loses value and prices massively increase.
dictatorship	A system of government in which one person or small group has all the power. People don't have the right to vote for any party, or to freedom of speech.
Great Depression	An economic disaster which started in 1929. Many banks and businesses went bust and millions of people worldwide were unemployed.
propaganda	Messages given out to influence people's opinions, either by a government or a group of people with political aims. Often contains very unreliable information.

Skills focus	
A source is ... Evidence created at the time of our enquiry (or by someone who experienced it). For this enquiry, our sources were created between 1919 and 1933, the years leading up to Hitler getting to power. We think about how **useful** sources are to our enquiry.	**An interpretation is ...** The view of a historian, created a long time after the event. Historians use a wide range of sources to create their interpretation. We can support of challenge a historian's interpretation and think about how **convincing** it is.

Timeline	
1919	Germany is forced to sign the Treaty of Versailles. The Weimar government is in charge.
1923	Hyperinflation in Germany. Hitler and the Nazis attempt to seize power in the Munich Putsch
1924-29	The 'Golden Years' of the Weimar Republic. The economy recovers and Germany becomes friendlier with other countries.
1929	The Great Depression begins. For years, the Weimar government is unable to solve the appalling levels of unemployment in Germany.
1933	Hitler is appointed Chancellor of Germany.

Factors helping Hitler come to power		
Many Germans had never been happy with the Weimar Republic. They thought democracy was weak and wanted a strong leader in charge.	Hitler promised to make Germany strong again. He appealed to people's national pride and promised to abolish the Treaty of Versailles.	Hitler was a powerful speech maker. The Nazis were very skilled at using propaganda to persuade people to support their views.
Some Germans (especially the working classes) thought communism was the answer to their problems. Other Germans feared communism and supported the Nazis because they promised to defeat communism.	The Nazis had very little support amongst German voters before the Great Depression. They took advantage of the crisis and promised Germans that the Nazis would solve all their problems.	

ICT

Topic: Mobile App Development
Assessment will be a combination of a theoretical assessment, consisting of a set of multiple-choice questions, covering concepts within App Development. This will be completed online, so no special equipment required. Additionally, students will submit a practical piece which will be the mobile app that they have developed in lessons.
How to prepare: Excellent engagement in class learning. Students are being taught the concepts of mobile app development through App Lab, including vocabulary and techniques. There is no need to prepare, though all resources from their lessons are available in the Google Classroom, should they wish to revisit prior learning.

Key Vocabulary

- **Decomposition** – Breaking a problem down into smaller manageable sub-tasks
- **Properties** – Elements of an object such as colour and size.
- **Event-driven programming** - is a form of programming where the flow of the program is determined by events, such as user actions (mouse clicks, key presses)
- **Variables** - A named storage location that holds data, which can change while the program is running.
- **Sequence** - the order in which instructions. occur and are processed.
- **Parameters** - a special kind of variable used in a function to refer to one of the pieces of data provided as input to the function
- **Event Handler** - a program function that is executed by the application or operating system when an event is executed on the application
- **Input** - Data that a program receives from the user or another system, such as keyboard input or data from a file.
- **Object properties** - an attribute of an object or an aspect of its behavior
- **Object ids** – the identity of an object or an used in a program

Maths

Topics: Formulae; Construction; Circles and Cylinders; Rounding; 3-D shapes; Pythagoras' theorem; Ratio and Probability
Specific revision lists will be assigned to students in Bromcom (MCAS).
How to prepare: Students should make sure they're fully up to date with Sparx because their Home Learning tasks are designed to prepare them for the test. Revision lists indicate which Sparx units to select, for instruction and practice in each skill.
Equipment: Students need a writing pen, pencil, ruler, calculator.

MFL (French, German, Spanish)

French: leisure time, family/friends	German: school, leisure time	Spanish: holidays, leisure time
Students will also be assessed on the topic they are currently studying in class.		
The assessment includes listening (to include dictation), reading + translation into and out of target language.		
How to prepare: Students will be given specific revision tasks for Revision Fortnight, with clear instructions on MCAS (My Child at School). They should focus really hard in lessons and ask questions if they're unsure about anything that they are learning.		
Equipment: Students need a writing pen (black ink is best) and a ruler.		

Music

Topic: Aural identification of musical elements, & effective use of musical language.

In this assessment (closely modelled on the GCSE format), students will listen to music and respond with both 1/2 mark closed answer questions, as well as with extended written responses.

How to prepare:
Excellent engagement in lessons. Students have been taught specific vocabulary and techniques which will help improve the quality of their writing. Students should also revise the instruments of the orchestra and how to identify the fundamental musical elements of a piece of music, including time signature, tonality and tempo.

For any piece of music students listen to, ask them to practise linking the effect of the music to an appropriate musical element, e.g.

"This piece of music sounds exciting owing to the fast tempo"
OR
"This piece of music is calming to listen to due to the soft dynamics"

Equipment:
Pen, pencil, ruler.

Dynamics

pp	*p*	*mp*	*mf*	*f*	*ff*
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTISSIMO
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud
					
crescendo (cresc.)			diminuendo (dim.)		
gradually getting louder			gradually getting quieter		

Tempo

LARGO	LENTO/ ADAGIO	ANDANTE/ MODERATO	ALLGRETTO	ALLEGRO/ VIVACE	PRESTO
v.slow	slow	walking pace/ moderate	quite fast	quick/lively	very quick

- **Accelerando:** gradually getting faster
- **Rallentando/ritardando:** gradually getting slower
- **A tempo:** return to the original speed
- **Ritenuto:** in slower time
- **Rubato:** rhythms are played in a more free/flexible way ('robbed time').

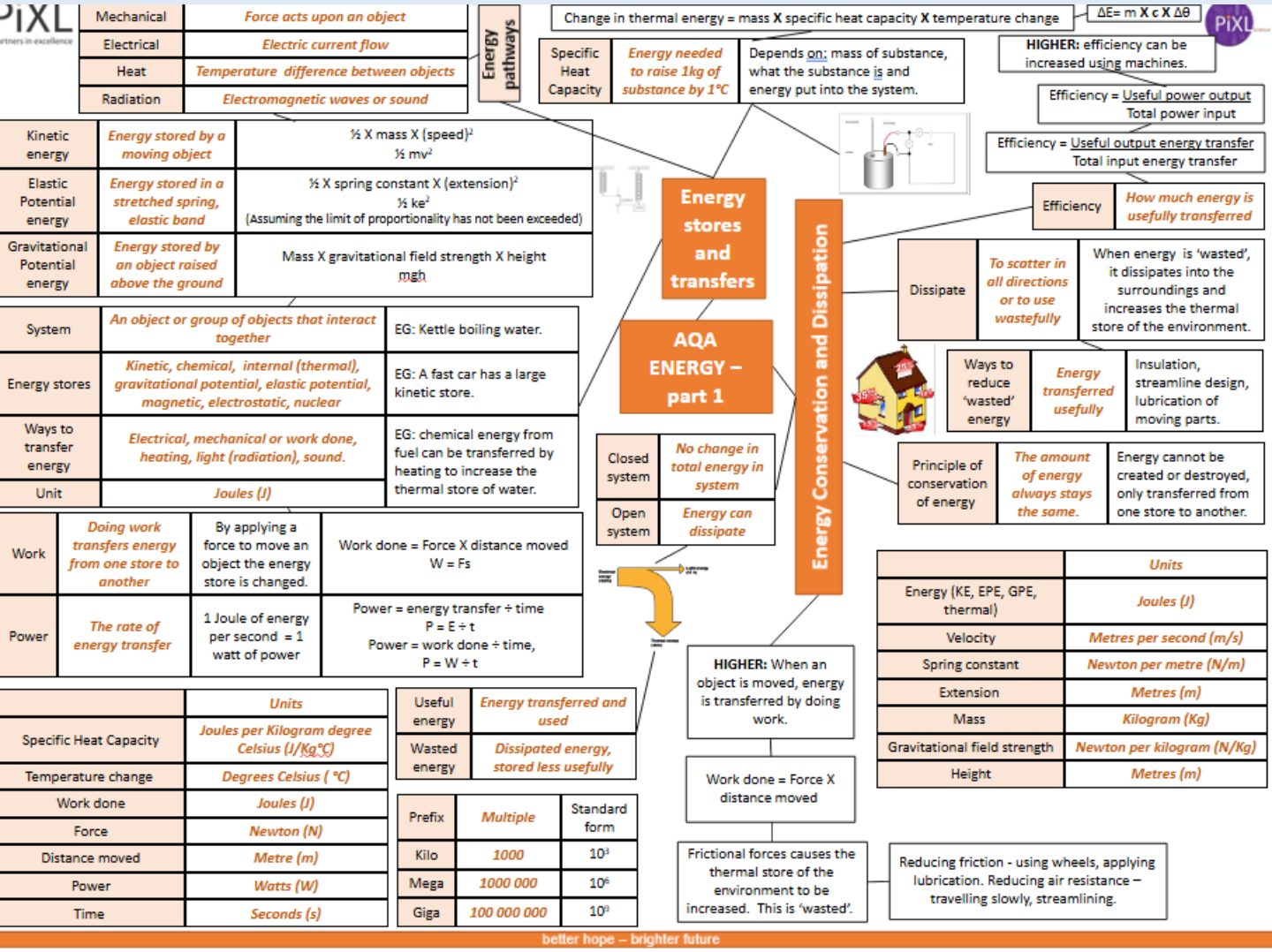
Physics

Topic: Energy

In this assessment, students will answer a range of Multiple Choice questions and short answer questions.

How to prepare:
Students should be completely up to date with their Sparx learning tasks which cover this topic.
All the lessons for this unit, and revision resources, are in the Student Learning Environment (SLE): Unit 1 – Energy . Students will be given specific revision resources to complete, during Revision Fortnight – see below for an example.

Equipment:
Pen, pencil, ruler, calculator.



Religious Education (RE)

Topic: Christian Beliefs and Teachings

In this assessment, students will answer a range of different questions (multiple choice and short answer).

How to prepare:
Excellent engagement in class learning. Use the revision resources folder in the SLE.
Make sure students are familiar with the key terms on the Topic Toolbox.

Equipment:
Pen, ruler.

Key term	Definition
Denomination	A distinct group within the Christian faith, with its own organisation and traditions – Catholic, Protestant, Orthodox
Omnipotent	All-powerful
Omniscient	All-knowing
Omnibenevolent	All-loving
Trinity	The belief that there are three persons in the One God; the Father, the Son and the Holy Spirit are separate, but are also one being
Holy Spirit	The third person of the Trinity whom Christians believe is the inspiring presence of God in the world
The Word	Term used at the beginning of John's gospel to refer to God the Son
Incarnation	Becoming flesh, taking human form
Resurrection	Jesus rising from the dead on Easter day
Blasphemy	A religious offence which includes claiming to be God
Crucifixion	The execution and death of Jesus on Good Friday
Ascension	The event, 40 days after the resurrection, when Jesus returned to God, the Father, in heaven
Afterlife	What Christians believe follows life on earth
Day of Judgement	A time when the world will end and every soul will be judged by God and rewarded or punished
Purgatory	The intermediate state where souls are cleansed in order to enter heaven
Satan	Name for the Devil – the power and source of evil
Sin	Any action or thought that separates humans from God
Original Sin	An Augustine Christian doctrine that says that everyone is born with a built-in urge to do bad things and to disobey God
Salvation	Saving the soul, deliverance from sin and admission to heaven brought about by Jesus
Grace	A quality of God which God shows to humans by providing love and support which they do not need to earn
Atonement	Restoring the relationship between people and God through the life, death and resurrection of Jesus

Example only! Every student timetable will differ.

	Week 1	Week 2
Monday	Maths: 20 mins Sparx History: 20 mins making flashcards from the Topic Toolbox	Maths: 20 mins Sparx History: 5 mins flashcards RE: 5 mins flashcards
Tuesday	Drama: rehearse characterisation RE: 20 mins making flashcards	MFL revision tasks 30 mins Art/Design project work 20 mins
Wednesday	Science: 30 mins Biology Maths: 20 mins Sparx	Geography: 5 mins flashcards Maths: 20 mins Sparx
Thursday	Geography: 20 minutes – review topics and make flashcards on tricky areas.	Nan's birthday tea – no revision today!
Friday	History: 5 mins flashcards RE: 20 minutes making flashcards from the Topic Toolbox	Science: 30 mins Chemistry History: 5 mins flashcards RE: 5 mins flashcards
Saturday	Football tournament! No revision today.	Check all equipment is ready for the week ahead. Geography: 5 mins flashcards
Sunday	Geography: 5 mins flashcards Maths: 20 mins Sparx MFL revision tasks 30 mins	Maths: 20 mins Sparx Art/Design project work 30 mins

Revision Timetable

	Week 1	Week 2
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Assessment Week Timetable

	Assessments Today:	Remember to bring:
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		