

## Yr9 Subject Overview for End of Year Tests

Subject	End of Year test information: title of paper, length of paper, layout of paper etc. Date (if known)	What topics students need to learn for the tests	Revision resources
English	<p>The Tempest – Exam style question. Students will need to refer to both the extract and the rest of the text. 1 hour written assessment.</p> <p>Inclusion – Animal Farm Students will be given an extract from the text and will be asked to explore how a character is presented in the extract.</p>	<p>Students will need to review character, plot and key quotations from The Tempest.</p> <p>Review key aspects of plot, character and theme in the novel.</p>	<p>Planning approaches to questions as outlined in class.</p> <p>Knowledge organiser of plot/character/themes/key quotes &amp; context</p> <p>Key quotations linked to character</p>
Maths	<p>Non – Calculator paper on all topics studied so far. Please note the end of year assessment is on Monday 22<sup>nd</sup> May as students will move into their GCSE groups after half term</p>	<p>Straight line graphs Forming and solving equations 2D and 3D shapes Number – includes solving problems Percentages Maths and Money</p>	<p>A revision list with Sparx codes has already been sent to students. Students can go to the 'Independent Learning' section on Sparx and choose topics to revise.</p>
Science	<p>'End of Year 9 assessment' June 22<sup>nd</sup></p>	<p>Biology; Skeletal system, Diet and Nutrition, Inheritance and variation. Chemistry; Particle theory, Chemical reactions, Global warming. Physics; Types of waves, Energy transfers, Energy resources Skills; Graph drawing, data analysis, experimental techniques, basic maths skills including percentages</p>	<p>Links to revision materials will be published on Bromcom as a HW task.</p>
History	<p>End of Year Assessment: 55mins assessment: Section A – Sequencing chronology of periods Section B: Multiple choice-Knowledge recall Section C: Source inference question</p>	<p>The Assessment will cover material from the Yr8 History Course up to May half term: Unit 1: Causes &amp; consequences of WWI, and dominant &amp; alternative narratives- recognising global involvement</p>	<p>An overview revision resource will be issued to students prior to May Half Term, to support them in their preparation for the assessment. There will also be a structured revision lesson, prior to the assessment lesson.</p>

	Section D: Extended Writing-Key Feature description question & Explanation question (with choice from several Yr9 topics)	Unit2: Big Ideas: The rise of political ideologies in the C.20 <sup>th</sup> (Communism in Russia & China, Fascism in Germany) Unit 3: Causes & consequences of WWII, & dominant & alternative narratives: recognising global involvement. Unit 4: Decolonisation, the legacy of colonialism & campaigns for equality in the USA & South Africa 1940s-1990s. Unit 5: Causes & consequences of migration to Britain, British identity & experiences, 1750-present.	
Geography	KS3 End of Year Assessment: 1 hour – WB 19 <sup>th</sup> June.  15 MCQ (15 marks); geographical skills questions (15 marks) including maps and graphs followed by 3 extended writing questions (18 marks) each question related to a previously taught topic (S.America; Africa and the Middle East). There will also be content examined from Y7 and Y8 Geography.	1. South America (climate; rainforests; mountains) 2. Africa (colonisation; development; TNCs; drought) 3. Middle East (development; human and physical features; conflict).	Students will have a revision lesson beforehand which will include explicitly teaching them a specific revision skill. On this occasion it will be revision mind maps. All students will complete this.
French	Film review Week commencing 19 <sup>th</sup> June	To be able to answer questions about the film, its characters, main themes, historical context and final plot. Multiple choice question. To be able to explain a scene in the past tense. To be able to write a review about the film in French.	Film glossary Film review glossary
Spanish	Film review Week commencing 19 <sup>th</sup> June	To be able to answer questions about the film, its characters, main themes, historical context and final plot. Multiple choice question. To be able to explain a scene in the past tense. To be able to write a review about the film in Spanish .	Film glossary Film review glossary
Computer Science	Year 9 - End of Year Assessment  Week Commencing 12 <sup>th</sup> of June 2023 Section A – Multiple Choice Test Section B – Python Programming Project	<u>Section A</u>  The multiple-choice test, worth 30 marks, will include questions on the following topics:  1. Network Security 2. Computer System 3. Modifying spreadsheets	<u>Section A</u>  <a href="https://www.bbc.co.uk/bitesize/levels/z4kw2hv">https://www.bbc.co.uk/bitesize/levels/z4kw2hv</a> <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a>  Please use the resources provided to support your revision.

		<p>4. Data Science 5. Debugging Python Code</p> <p><u>Section B</u></p> <p>During the exam, students will be given instructions for a Python Programming project that they must create while under exam conditions. It is essential that they follow the guidelines outlined in the paper to build the program successfully.</p>	<p><u>Section B</u></p> <p><a href="https://www.w3schools.com/">https://www.w3schools.com/</a>  <a href="https://www.bbc.co.uk/bitesize/guides/z2p9kqt/revision/1">https://www.bbc.co.uk/bitesize/guides/z2p9kqt/revision/1</a>  <a href="https://www.youtube.com/watch?v= uQrJ0TkZlc">https://www.youtube.com/watch?v= uQrJ0TkZlc</a>  <a href="https://www.pythonsponge.com/">https://www.pythonsponge.com/</a></p> <p>The project will evaluate a diverse set of skills, including:</p> <ol style="list-style-type: none"> <li>1. Use of Variables</li> <li>2. Input/Output</li> <li>3. Use of String Manipulation</li> <li>4. Data Types</li> <li>5. Conditional Statements</li> <li>6. Lists</li> </ol>
RE	Green faith, green future? ('God's good earth')	<p>Students can further research the topics and collate resources to use in the assessment.</p> <p><b>Note:</b> They have already studied the topics in class and planned their assessment.</p>	<p><b>Christianity:</b> Awe, Wonder, Genesis, Stewardship, Dominion &amp; Noah's Ark.  <b>Islam:</b> Khalifah, Halal Meat &amp; Animal Welfare.  <b>Buddhism:</b> Treatment of living species.  <b>Ethics:</b> Free Will, Hard &amp; Soft Determinism, Climate Change and Sustainability.</p>
Design Technology	<ul style="list-style-type: none"> <li>• <b>Product Design</b> – Investigating (Futuristic Products)</li> <li>• <b>Graphics</b> – Designing (Sublimation Mug Artwork) (Perspective Drawings Skills)</li> <li>• <b>Food</b> – Evaluating <ol style="list-style-type: none"> <li>1. Mug Cake</li> <li>2. Stir Fry</li> <li>3. Chicken Wings</li> <li>4. Fish Dippers</li> <li>5. Toad in the hole</li> <li>6. Carrot Cake</li> <li>7. Scones</li> </ol> </li> </ul>	<p>Product Design</p> <ul style="list-style-type: none"> <li>• Identifying a customer demographic.</li> <li>• Using imagination to develop futuristic product design ideas.</li> <li>• Considering re-use and sustainability in product manufacture.</li> <li>• Using pewter in two states to produce a bespoke item.</li> </ul> <p>Graphics</p> <ul style="list-style-type: none"> <li>• Understand the design features of specific design movements.</li> <li>• Understand creation of nets for printing onto merchandise</li> </ul>	Assessment done throughout

	8. Macaroni and Cheese	<ul style="list-style-type: none"> <li>• Understand about creating merchandise for specific target markets.</li> <li>• Design and develop artwork based on a specific target market and inspired by a specific design movement.</li> <li>• Develop artwork with improvements to size, position and alignment of text, and composition of images.</li> <li>• Understand about traditional drawing skills and draw products in isometric and two-point perspective.</li> </ul> <p>Food and Nutrition</p> <ul style="list-style-type: none"> <li>• Completing an evaluation using a star diagram.</li> <li>• Use of key words to describe food,</li> <li>• Inclusion of tools and equipment's used.</li> <li>• Describing the correct use of the tools and equipment used.</li> </ul>	
Drama	<p>End of term practical assessment that will fall over 2 weeks.</p> <p>Students will work collaboratively to demonstrate the drama skills and techniques they have learnt throughout that term.</p> <p>Students will create and perform a new piece of drama related to an unseen piece of stimuli related to the topic they have been studying.</p>	Think about their characterisation with a focus on vocal and physical skills and revise learnt drama techniques.	
Dance	<p>End of term practical assessment (last two weeks of term)</p> <p>Students are currently working on a whole class performance in the style of 'contemporary'. Students will be assessed on 'Performance skills' and will be encouraged to be collaborative whilst also showing off their</p>	<p>Safe practice (safe dance wear, safe environment, warm up and cool down, hydration and nutrient, safe execution, injury prevention)</p> <p>Performance skills:</p> <ul style="list-style-type: none"> <li>• Physical skill (strength, stamina, posture, alignment, extension, flexibility, mobility, control, coordination, isolation, balance)</li> </ul>	

	<p>individual capabilities. Students will learn aspects contact work.</p> <p>End of term written assessment (Teams Quiz - 'Performance Skills')</p>	<ul style="list-style-type: none"> <li>• Technical skills (accuracy of; space, actions, dynamics, style, timing, rhythm)</li> <li>• Expressive skills (eye focus, projection, facial expressions, sensitivity to others, musicality).</li> <li>• Mental skills (confidence, concentration and movement memory)</li> </ul>	
Music	<p>Year 9 – End of Year Assessment Ensemble Music Performance w/b 10<sup>th</sup> July 2023</p>	<p>Topic: <b>Song for a Better World</b></p> <p><b>Task: Imagine by John Lennon</b></p> <p>We will be learning the different parts of the song on different instruments (Keyboard, guitar, bass, ukulele, percussion, vocals). Towards the end of term, we will be working on a whole class performance where students will be assessed on their performance skills (collaborative and individual skills)</p>	
Art	<p>Portfolio Assessment</p>	<p>N/A</p>	<p>N/A</p>
PE	<p>This will be a practical assessment in the form of a series of fitness tests for a variety of components of fitness. These will take place at the beginning and the end of the year during timetabled core PE lessons. The best results will be achieved by participating in all PE lessons and students are encouraged to attend any extra curricular PE clubs of their choice to enhance health and fitness.</p>	<p>N/A</p>	<p>N/A</p>