



Year 9 Assessment Point 2

# Revision



Revision materials leading up to your assessments.

Please note assessments take place on different dates, please refer to this in the guide.



# Introduction

This booklet has been created to help you prepare for your assessments in each subject. It also includes helpful hints on how you could revise.

You are expected to use the resources in the document to prepare for your assessment point. You should aim to complete all the revision activities before the assessment.

Each subject sets their assessment at a different times so the dates of the assessment are also in the booklet.

You will receive a report in July with all of your grades and your rank order in the year group.

Good luck with your revision and exams!

The HGSS Team.



# Is your Revision FLAT?



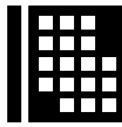
Focused

Put your phone away

Turn music off

Be in the right physical place to revise

Be in the right frame of mind to revise



Long-term

Start early to avoid stress later in the year.

Make a revision timetable and commit to it.

Plan 30 mins a week per subject.

Interleave different topics.



Active

Engage your brain by actively creating revision resources.

Test yourself, get others to test you.

Practice exam technique- plan and write questions

Revise what you struggle with.



Transformed

Transform the knowledge you want to learn into a different format.

Make flashcards, produce a timeline, invent a mnemonic, take Cornell Notes, design a flowchart, make a PowerPoint.



<b>Contact:</b>	<b>Week of Assessment:</b>
Miss Simpson <a href="mailto:simpsonp@holmer.org.uk">simpsonp@holmer.org.uk</a>	w/b 23rd June
<b>Assessment Content:</b>	Evaluating a theme/character in 'An Inspector Calls'

<b>Week</b>	<b>Revision focus</b>	<b>Resources</b>
1. Plot Summary	Revising the plot an 'An Inspector Calls'	<a href="#">Plot Summary</a>
2. Characters	Revising the characters in 'An Inspector Calls' and their roles in the play	<a href="#">Characters</a> <a href="#">Characters - Part 2</a>
3. Themes	Revising the themes in 'An Inspector Calls'	<a href="#">Themes</a>
4. Form, Structure and Language	Revising the form, use of structure and language in the play	<a href="#">Form, Structure &amp; Language</a>
5. Dramatisation	Revising the importance of staging in the play	<a href="#">Dramatisation</a>
6. Sample Exam Question	How best to approach an exam style question on 'An Inspector Calls'	<a href="#">Sample Question</a>



<b>Contact:</b>	<b>Week of Assessment:</b>
Mr Ortega <a href="mailto:ortegaj@holmer.org.uk">ortegaj@holmer.org.uk</a>	w/b 22nd June 2026
<b>Assessment Content:</b>	The entire year 9 content. End of Key Stage 3 exam to decide GCSE tiers of entry in Key stage 4.

Week	Revision focus	Resources
1. Indices and standard form, Expressions and formulae	Watch the videos and complete the activities in Dr Frost for Unit 1 Indices and standard form and for Unit 2 Expressions and formulae	<a href="https://www.drfrost.org/course/s.php">https://www.drfrost.org/course/s.php</a> Year 9 Progress (2nd edition) Year 3 Unit 1 Indices and standard form, Unit 2 Expressions and formulae
2. Dealing with data and multiplicative reasoning	Watch the videos and complete the activities in Dr Frost for Unit 3 Dealing with data and for Unit 4 Multiplicative reasoning	<a href="https://www.drfrost.org/course/s.php">https://www.drfrost.org/course/s.php</a> Year 9 Progress (2nd edition) Year 3 Unit 3 Dealing with data, Unit 4 Multiplicative reasoning.
3. Constructions, and Sequences, Inequalities and Equations.	Watch the videos and complete the activities in Dr Frost for Unit 5 Constructions and for Unit 6 Sequences, Inequalities, Equations and proportion.	<a href="https://www.drfrost.org/course/s.php">https://www.drfrost.org/course/s.php</a> Year 9 Progress (2nd edition) Year 3 Unit 5 Constructions and for Unit 6 Sequences, Inequalities, Equations and proportion.
4. Circles, Pythagoras and prisms	Watch the videos and complete the activities in Dr Frost for Unit 7 Circles, Pythagoras and prisms.	<a href="https://www.drfrost.org/course/s.php">https://www.drfrost.org/course/s.php</a> Year 9 Progress (2nd edition) Year 3 Unit 7 Circles, Pythagoras and prisms.
5. Graphs	Watch the videos and complete the activities in Dr Frost for Unit 8 Graphs	<a href="https://www.drfrost.org/course/s.php">https://www.drfrost.org/course/s.php</a> Year 9 Progress (2nd edition) Year 3 Unit 8 Graphs
6. Probability	Watch the videos and complete the activities in Dr Frost for Unit 9 Probability	<a href="https://www.drfrost.org/course/s.php">https://www.drfrost.org/course/s.php</a> Year 9 Progress (2nd edition) Year 3 Unit 9 Probability



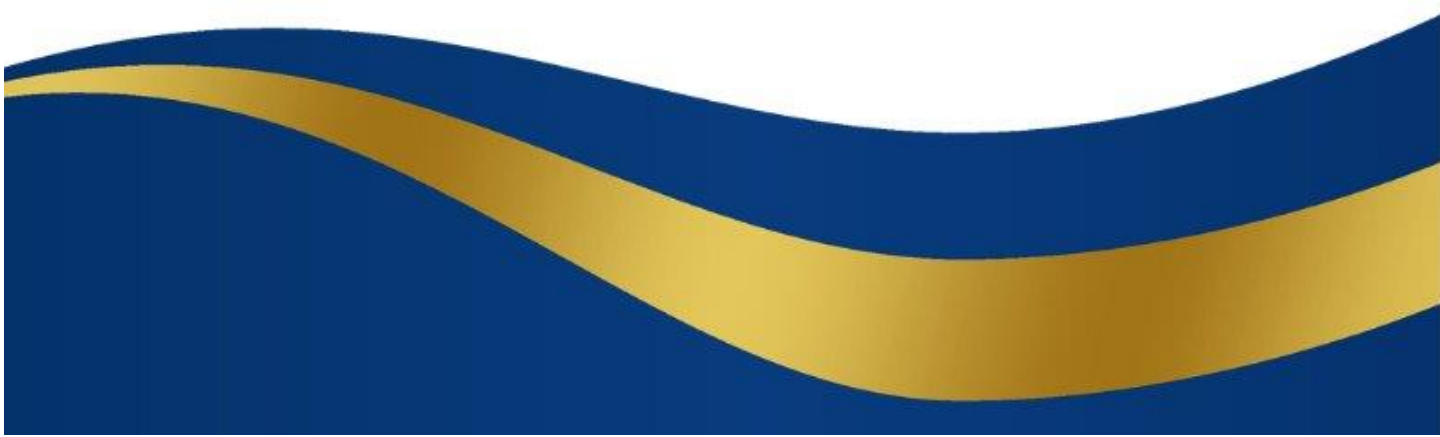
<b>Contact:</b>	<b>Week of Assessment:</b>
Miss kang kanga@holmer.org.uk	w/b 1st June (Written) w/b 8th June (Online)
<b>Assessment Content:</b>	Introduction to quantitative chemistry, heating, genetics, using resources, sounds and waves, home electricity

<b>Week</b>	<b>Revision focus</b>	<b>Resources</b>
1. Heating	Complete tasks set on educake for heating and complete quiz Use Ark mastery student booklet for questions and tasks on heating.	<a href="#">Heating</a>
2.Genetics	Complete tasks set on educake for genetics and complete quiz Use Ark mastery student booklet for questions and tasks on genetics.	<a href="#">Genetics</a>
3. Using resources	Complete tasks set on educake for using resources and complete quiz Use Ark mastery student booklet for questions and tasks on using resources.	<a href="#">Using resources</a>
4. Sounds and waves	Complete tasks set on educake for sounds and waves and complete quiz Use Ark mastery student booklet for questions and tasks on sounds and waves.	<a href="#">Sounds and waves</a>
5. introduction to quantitative chemistry	Complete tasks set on educake for introduction to quantitative chemistry and complete quiz Use Ark mastery student booklet for questions and tasks on Quantitative chemistry	<a href="#">Quantitative chemistry</a>
6. Home electricity	Complete tasks set on educake forhome electricity and complete quiz Use Ark mastery student booklet for questions and tasks on home electricity.	<a href="#">Home electricity</a>



<b>Contact:</b>	<b>Week of Assessment:</b>
Miss Kinghorn: kinghorne@holmer.org.uk	w/c 27th April 2026
<b>Assessment Content:</b>	Cold War

Week	Revision focus	Resources
1. The Start of the Cold War	Create a timeline that outlines key events at the start of the cold war.	<a href="https://www.bbc.co.uk/bitesize/topics/z8k9q6f/articles/z77cg7h">https://www.bbc.co.uk/bitesize/topics/z8k9q6f/articles/z77cg7h</a>
2. Berlin Wall	Draw a storyboard that explains the developments over Berlin.	<a href="https://www.bbc.co.uk/bitesize/topics/z8k9q6f/articles/z3gptrd">https://www.bbc.co.uk/bitesize/topics/z8k9q6f/articles/z3gptrd</a>
3. Cuban Missile Crisis	Write a CAUSE, CRISIS, CONSEQUENCE handout detailing the key events of the Missile Crisis.	<a href="https://www.bbc.co.uk/bitesize/topics/z8k9q6f/articles/zvrvf82">https://www.bbc.co.uk/bitesize/topics/z8k9q6f/articles/zvrvf82</a>
4. Why the USA lost the war in Vietnam	Explain why the USA lost the War in Vietnam (12 mark) - write an answer for this question	<a href="https://www.bbc.co.uk/bitesize/guides/z342mp3/revision/1">https://www.bbc.co.uk/bitesize/guides/z342mp3/revision/1</a>
5. Detente	<ol style="list-style-type: none"> <li>1. Explain the reasons why both sides wanted Détente</li> <li>2. Create flash cards detailing key agreements.</li> </ol>	<a href="https://www.bbc.co.uk/bitesize/guides/z9jpn39/revision/1">https://www.bbc.co.uk/bitesize/guides/z9jpn39/revision/1</a>
6. End of the cold War	The main reason for the end of the cold war was economic issues in the USSR. How far do you agree?	<a href="https://www.bbc.co.uk/bitesize/topics/z8k9q6f/articles/zvgptrd#zckvf82">https://www.bbc.co.uk/bitesize/topics/z8k9q6f/articles/zvgptrd#zckvf82</a>





<b>Contact:</b>	<b>Week of Assessment:</b>
Mrs Smith <a href="mailto:smithc@holmer.org.uk">smithc@holmer.org.uk</a> Mrs Quinn <a href="mailto:quinnl@holmer.org.uk">quinnl@holmer.org.uk</a> Ms Sood <a href="mailto:soodp@holmer.org.uk">soodp@holmer.org.uk</a>	w/b Monday 20th April
<b>Assessment Content:</b>	Content and skills from the following topics: Earth's Natural Hazards; Exploring Africa; How has ice shaped the Earth; Exploring the Middle East

Week	Revision focus	Resources
1. Hazards	Plate boundaries	Quiz on teams Lesson resources <a href="#">BBC Bitesize - Plate Tectonics</a>
2. Ice	Glacial Landforms - Corries	Quiz on teams Lesson resources Scroll through the pages on: <a href="#">BBC Bitesize - Glacial Landforms</a>
3. Africa 1	Physical – landscape, climate, desertification	Quiz on teams Lesson resources Review pages <a href="#">BBC Bitesize - Africa</a>
4. Africa 2	Human – colonialism, stereotypes, urbanisation	Quiz on teams Lesson resources <a href="#">Africa - Seneca assignment</a>
5. Middle East 1	Physical/Human Geography – landscape, climate, population	Quiz on teams Lesson resources <a href="#">Middle East - Seneca assignment</a>
6. Middle East 2	Case studies – UAE and Yemen	Quiz on teams Lesson resources <a href="#">Middle East - Seneca assignment</a>





<b>Contact:</b>	<b>Week of Assessment:</b>
Miss Kirkpatrick <a href="mailto:kirkpatrickj@holmer.org.uk">kirkpatrickj@holmer.org.uk</a>	w/b 4th May 2026
<b>Assessment Content: Christian beliefs</b>	Whole section of an exam paper: 1 marker, 2 marker, 4 marker, 5 marker and a 12 marker.

Week	Revision focus	Resources
1. Nature of God	Make key-word flashcards on the attributes of God.	Use the R Drive to access the PowerPoints with the keywords at the start of each lesson.
2. The Trinity	After watching the video create a picture representing the Trinity, with the key attributes of each part explained in your own words.	<a href="#">The Trinity Explained</a>
3. Incarnation	Watch the video and write a PEE paragraph on what Christians believe about the incarnation.	<a href="#">What is the incarnation?</a>
4. The crucifixion	Read through both Matthew's and Luke's account of the crucifixion. Make a table of similarities and differences between the two.	<a href="#">Matthew's Account</a>  <a href="#">Luke's Account</a>
5. Resurrection and Ascension	Write a PEE paragraph on why the resurrection is important to Christians and another on why the ascension is important to Christians	<a href="#">BBC Bitesize page to help you</a>
6. 12 Marker practice	Make a detailed essay plan for the following question (FARM structure): "The resurrection was the most important event in Jesus' life". Evaluate this statement.	<a href="#">BBC Bitesize page to help you</a>



Contact: Mrs de Groot <a href="mailto:DeGrootK@holmer.org.uk">DeGrootK@holmer.org.uk</a>		(w/c 9 February 2026 – Listening and Reading) w/c 23 March 2026 – Writing w/c 29 June 2026 – Speaking
Assessment content: Listening, reading, writing and speaking		
Topic	Revision focus	Resources
For w/c 23.03.26 1. Est-ce que tu manges de la viande ? Eating habits 2. Action pour la nature ! Animals and the natural world 3. Mission écolo. Talking about helping the environment 4. Je voudrais changer le monde. What you would like to do	Using <i>du, de la, des</i>  Making sentences negative <i>je ne mange pas, je ne mange jamais</i> Agreeing and disagreeing  Using <i>il faut</i> + infinitive  Environment vocab  Using the perfect (past) tense, e.g. <i>j'ai recyclé, je suis allé</i>  Using <i>je voudrais</i>	Quizlet for vocab. Use Teams for: <ul style="list-style-type: none"> <li>- Vocab sheet for all topics</li> <li>- Bilan/tickbox for all topics and grammar needed</li> <li>- Grammaire/grammar explanation sheet to consolidate and practise</li> </ul> - Use: <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> for revision of grammar and vocab.
For w/c 29.06.26  Revision of all vocab and grammar covered all year.	Presentation of collaborative project, launching a new "product" in French. This needs to be described and presented to whole class as part of speaking assessment.  Assessment will be based on pronunciation, content (vocabulary and grammar) and fluency of speaking.	As above



Contact: Mrs de Groot: <a href="mailto:deGrootK@holmer.org.uk">deGrootK@holmer.org.uk</a>	w/c 31 March (reading and writing) w/c 12 May (listening and reading) w/c 23 June (speaking and writing) - TBC
Assessment Content: Listening, reading and writing papers	

Week	Revision focus	Resources
<p>For w/c 23.03.26</p> <ol style="list-style-type: none"> <li>Niños del mundo. Talking about children's lives around the Spanish-speaking world</li> <li>Mis derechos. Talking about children's rights</li> <li>Cómo vas al insti? Talking about journeys to school</li> <li>¡Un mundo mejor! Talking about environmental issues</li> <li>Recaudamos dinero. (Writing about raising money for charity)</li> <li>Solidarios. World issues</li> </ol>	<p>Using the he/she/it form of verbs</p> <p>Using the <i>ver poder</i></p> <p>Using the comparative</p> <p>Using the 'we' form of verbs</p> <p>Writing skills</p> <p>Using inference, questions and general knowledge to understand meaning</p>	<p>Use Teams for: Palabras/vocab sheet for all topics</p> <p>Resumen/Repaso for all topics and grammar needed</p> <p>Gramática /grammar explanation sheet to consolidate and practise</p> <p>Use: <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a> for revision of grammar and vocab.</p>
<p>For w/c 29.06.26</p>	<p>Presentation of collaborative project, launching a new "product" in French. This needs to be described and presented to whole class as part of speaking assessment.</p> <p>Assessment will be based on pronunciation, content (vocabulary and grammar) and fluency</p>	<p>As above</p>



<b>Contact:</b>	<b>Week of Assessment:</b>
Mr Weddell <a href="mailto:weddellj@holmer.org.uk">weddellj@holmer.org.uk</a>	W/B 18th May
<b>Assessment Content:</b>	Health and Fitness, Sedentary Lifestyles, Nutrition, Sport Psychology

<b>Week</b>	<b>Revision focus</b>	<b>Resources</b>
1. Health and Fitness	To be able to define fitness, as well as physical, social, and mental health, and explain how exercise impacts each of these.	<a href="#">Health and Fitness</a>
2. Sedentary Lifestyles and Obesity	To be able to describe and explain the consequences of a sedentary lifestyle. What is obesity? Causes and treatments.	<a href="#">Sedentary Lifestyles</a> <a href="#">Obesity</a>
3. Nutrition and Hydration	To be able to describe the components of a balanced diet and explain the importance of hydration.	<a href="#">Nutrition</a>
4. Motivation and Aggression	To be able to describe what these are and explain the different types of motivation and aggression in sport.	<a href="#">Motivation</a>
5. Arousal	To be able to explain what arousal is using the Inverted-U Theory, linking to optimal arousal levels, managing arousal, and sport-specific examples.	<a href="#">Arousal</a>
6. Feedback and Guidance	To be able to describe the different types of feedback and guidance, and evaluate the advantages and disadvantages of each.	<a href="#">Feedback-1</a> <a href="#">Feedback-2</a> <a href="#">Guidance-1</a> <a href="#">Guidance-2</a>



Contact:	Week of Assessment:
<a href="mailto:Clarkek@holmer.org.uk">Clarkek@holmer.org.uk</a> <a href="mailto:Clarke-Jameso@holmer.org.uk">Clarke-Jameso@holmer.org.uk</a>	w/b 9 <sup>th</sup> June 2025
<b>Assessment Content:</b>	Workbook Practical Assessment – Street Food practical

Week	Revision focus	Resources
<b>1. Country's Cuisine Research</b>	Find out what foods people eat in your chosen country Learn about the most popular dishes and ingredients Look up 3 special flavours or spices they use a lot	Student workbook
<b>2. Street Food Analysis:</b>	Look at street food that's similar to your idea Check how much they cost and how big the portions are What makes some street foods more popular than others?	Student workbook
<b>3. Target Market</b>	Who will want to buy your food? (kids, adults, families) Why will they like your food? Think about people with allergies or special diets	Student workbook
<b>4. Food Safety</b>	Which ingredients might make people sick if not handled properly? How will you store all your ingredients? What are the basic food safety rules you need to follow?	Student workbook
<b>5. Initial Product Ideas Ingredient Lists Time Plan</b>	Come up with two different food ideas Explain how your ideas connect to your chosen country Draw pictures of what your food will look like or find suitable pictures on the internet  Write down exactly what ingredients you need Mark any ingredients that might cause allergies List how much of each ingredient you need  Write down the steps in order Mark when you need to check food is safe List what tools and equipment you'll need	Student workbook
<b>6. Final Product Justification  Trials and Modifications</b>	Explain why you picked your final food idea How does it match what your target customers want? How does it meet the project requirements?  Take pictures of each practice attempt Write down what changes you made and why Ask friends to taste test and give feedback	Student workbook



<b>Contact:</b>	<b>Week of Assessment:</b>
Mrs Nicholls nichollsv@holmer.org.uk	w/b 22nd June 2025
<b>Assessment Content:</b>	Folder work – Research, Designs & Developments Practical – Your own design

<b>Week</b>	<b>Revision focus</b>	<b>Resources</b>
1. Check your practical.	Have you demonstrated some complex skills within your practical outcome	In your lesson
2. Check your practical.	Is your product finished to a high quality? Have you sanded all the edges & applied a finish.	In your lesson
3. Check your folder.	Are all the pages in your folder completed. Have you added as much detail as possible to your annotations. Have you written in full sentences, checked your spelling & used correct vocabulary.	In your E book which is on Teams / One Drive
4. Check your design ideas	Are your ideas creative & different to each other. Have you presented them carefully and annotated them in detail using DEESI	In your E book which is on Teams / One Drive
5. Check your developments	Have you added a photo of your card model to your folder. Have you explained how this has influenced your design	In your E book which is on Teams / One Drive
6. Check your developments	Have you added a range of development drawings to show how your design will be made.	In your E book which is on Teams. Keywords list is at the start of the book.



<b>Contact:</b>	<b>Week of Assessment:</b>
Mrs Whitby whitbyra@holmer.org.uk	w/b 11th May 2026
<b>Assessment Content:</b>	Written exam Practical skills test

<b>Week</b>	<b>Revision focus</b>	<b>Resources</b>
1. Triad Chords	Understand how triads are built, and the different inversions that can be used.	Musical Elements booklet  <a href="#">Chord inversions</a>
2. Altered and Extended Chords	Understand the difference between the two and how they are constructed.	Musical Elements booklet
3. Cadences	Understand the different cadences and the effect they produce.	Musical Elements booklet  <a href="#">Cadences</a>
4. Ornaments	Recognising symbols and how they are performed.	Musical Elements booklet  <a href="#">Ornamentation</a>
5. Modulation	Understanding what this means and how to achieve it in composition.	Musical Elements booklet  <a href="#">Modulation</a>
6. Baroque era	Understand why ornaments were used in the baroque era.	<a href="#">Baroque music</a>



<b>Contact:</b>	<b>Week of Assessment:</b>
Mr Sheldrake <a href="mailto:sheldrakeg@holmer.org.uk">sheldrakeg@holmer.org.uk</a>	w/b 18th May 2026
<b>Assessment Content:</b>	Scripted Performance

Week	Revision focus	Resources
1. Introduction to the play and themes	Understanding script and themes	<a href="#">Play Summary</a>
2. The role of the chorus	How to perform as a chorus	<a href="#">Greek Chorus</a>
3. Characterisation and Staging	How to use performance skills to create characters and relationships	<a href="#">Vocal Skills</a> <a href="#">Staging</a> <a href="#">Physical Skills</a>
4. Rehearsals	Showing focus and commitment to the rehearsal process	<a href="#">Rehearsing for performance</a>
5. Performance	Understanding how to perform the extract, using vocal and physical skills to effectively communicate character and narrative	<a href="#">Performing a character</a> <a href="#">Refining a performance</a>
6. Evaluation	Understand how to effectively evaluate your own process and performance	<a href="#">Live Theatre Evaluation</a> <a href="#">Understanding the question</a>

