



END OF KEY STAGE THREE EXAMS GUIDE.





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YEAR 9 REVISION TIMETABLE

Year 9 Revision Timetable:

Revision:

The word revised comes from the Latin word *revisere*, which means “look at again, or visit again.”

To be professional, knowledgeable and an effective learner, you will need to be consistent in revisiting your previous learning so it is embedded in your long-term memory. This is the secret to success.

Timetable:

Times (adjustable start times)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
16:00 - 16:45	English (45mins)	Maths (30mins)	Science (45mins)	History (45mins)	Geography (45mins)	MFL Performing Arts (??mins)
17:00- 17:30	Independent reading (30mins)	Independent reading (30mins)	Independent reading (30mins)	Independent reading (30mins)	Independent reading (30mins)	Independent reading (30mins x2)

Resources:

Exam papers can be found in your KS4 Progression Booklet. You will find additional material in: your exercise book; Google Classroom; Educake and My Maths etc.

Revision Strategies:





ENGLISH

Y9 End of Year Exam (unseen poetry and Gothic writing).

Section A unseen identity poetry

This part of the exam will ask you to complete an essay question based on the theme of identity (the same theme as the poems we studied in class). You will be expected to write no more than two sides of A4 showcasing your understanding of the writer's message, methods and the writer's intentions or motive.

Example Question:

How does the poet explore ideas about identity in the poem 'Warning'?

Warning By Jenny Joesph.

When I am an old woman I shall wear purple
With a red hat which doesn't go, and doesn't suit me.
And I shall spend my pension on brandy and summer gloves
And satin sandals, and say we've no money for butter.

I shall sit down on the pavement when I'm tired
And gobble up samples in shops and press alarm bells
And run my stick along the public railings
And make up for the sobriety of my youth.

I shall go out in my slippers in the rain
And pick flowers in other people's gardens
And learn to spit.

You can wear terrible shirts and grow more fat
And eat three pounds of sausages at a go
Or only bread and pickle for a week
And hoard pens and pencils and beer mats and things in boxes.

But now we must have clothes that keep us dry
And pay our rent and not swear in the street
And set a good example for the children.
We must have friends to dinner and read the papers.

But maybe I ought to practise a little now?
So people who know me are not too shocked and surprised
When suddenly I am old, and start to wear purple.



ENGLISH

Skills Checklist (this is what you need to include in a great piece of analytical writing).

- An understanding of the writer's message - what is Joseph suggesting about her identity? (the big idea).
- An understanding of the methods used in the poem - these could be related to form, structure, sound, imagery etc.
- Quotations from the poem.
- An understanding of the methods used in the poem and the EFFECTS. This could be related to: the form of the poem, the shape of the poem, imagery/ language used in the poem (metaphors, personification, similes), pattern (repetition), sound.
- A clear and coherent essay.
- Your own opinion.

How can you prepare?

- ✓ Poetry revision <https://www.bbc.co.uk/bitesize/topics/zmbj382>
- ✓ Poetry revision <https://www.bbc.co.uk/bitesize/topics/ztb3p39>

Revision Task:

Write an analytical essay in response to How does the poet explore ideas about identity in the poem 'Warning'?

Include:

- The poet's feelings.
- The writer's methods.
- The writer's use of specific words.
- Evidence from the poem.

Success Criteria:

- A clear argument in response to the question.
- Evidence that proves your argument.
- Clear explanation of your evidence.
- Identify the writer's methods and explain their effects.
- Multiple layers of analysis (could your evidence/ method suggest something else).
- Link to the poet's intention or motive.

Sentence starters (if required):

Joseph presents identity

At first glance Joseph presents identity.....however at a deeper level.....

This is illustrated when '.....'

This use of (METHOD IF RELEVANT) suggests....

The use of the WORD is particularly effective because....

Alternatively, this may also

Joseph is (criticising, celebrating, ridiculing, etc)

Overall, this suggests.....

Revision Task:

Make revision notes including any poetic terms you have used and ambitious vocabulary learnt this year.



ENGLISH

Section B Gothic creative writing.

This part of the exam will ask you to complete a piece of creative writing based on an image (see image below as an example). You will be expected to write no more than two sides of A4 showcasing your use of sophisticated vocabulary, sentence structures, descriptive features and organisation.

Example Question.

Use the image on the next page as inspiration for a gothic story.



Skills Checklist (this is what you need to include in a great piece of creative writing).

- Writing should be clear and coherent.
- Use formal English.
- Use sophisticated vocabulary (but this should fit the mood of your piece).
- Use figurative language to create mood (metaphor, simile, personification, pathetic fallacy).
- Use structural features (opening, foreshadowing, motif, ending, flashback).
- Use elements from the Gothic genre (setting, character archetype, supernatural).
- Use a range of sentence types.
- Ensure you use accurate punctuation and grammar and clear paragraphs.



ENGLISH

How can you prepare?

✓ The best way to revise for creative writing is by reading! Read for 20 minutes a night and highlight or write down any interesting/ effective sentences you notice in your book. You can then use these in your own creative writing.

✓ Revise using online revision. These videos have top tips for creative writing:

<https://www.youtube.com/watch?v=B5vEfuLS2Qc> [First, Second or Third Person narrative]

<https://www.youtube.com/watch?v=xjKruwAfZWk> [Writing for suspense]

https://www.youtube.com/watch?v=RSoRzTtwgP4&list=RDLVRSOzTtwgP4&start_radio=1&rv=RSoRzTtwgP4&t=2 [Writing Descriptively].

✓ You can also use websites to help improve your writing:

<https://www.bbc.co.uk/bitesize/guides/zx499j6/revision/1> [Descriptive Writing Revision]

<https://studyrrocket.co.uk/revision/gcse-english-language-aqa/paper-1-writing/descriptive-writing>

[This site uses the Descriptive Writing Question of the GCSE paper to help students improve their written answers].

✓ Look at model answers and replicate the style. Look at the model paragraphs below which establish setting and character (see if you can notice the use of sentence structures, methods and sophisticated vocabulary).

Revision Task:

Read the model paragraphs and annotate how they are successful.

Revision Task:

Rewrite one of the paragraphs – text hug and create a Gothic mood or atmosphere.

Model Paragraph 1 (setting).

Moulding brickwork encases its hideous heart. Moss-covered and rotten from the aftermath of the seasons' rain and sun: the roof revealed a solitary chimney which, for the first time in almost three hundred years, emitted soft swirls of smoke high into night sky. The forest, a sinister home to a thousand nightmares, had parted allowing the Manor to nestle within the seclusion of the trees. In the distance, haunting howls of beasts unknown created a cacophony of horror. Under the moonlight Wakely Manor had stood patiently waiting for this very night.

Model paragraph 2 (character).

Horace had a face like an antique map. An illustration of lines and furrows entrenching his old features – each reflecting a memory, a journey, or a rash and violent decision. Knotted veins strangle the hands that worked busily in the autumn sun. Withered scars illuminated in the soft amber light. Specks of polishing oil dotted his greying flannel shirt and soft, thumb shaped smudges of gun powder decorated his faded jeans. He longed to escape into the crimson tide of October foliage, bask in the quiet stillness of it all but he was uneasy.

As the sun began to set an uncomfortable glare of the florescent porch-light looked down upon him, superior, like an old enemy taunting him, exposing his sins. He sighed, continuing to clean his hunting rifle, coughing abruptly – attempting to eject the memory from his brain, eject it from his conscience. He could still smell her; a mix of almonds and floral shampoo. He hated that shampoo. And the way she never threw away her empty shampoo bottles. The hollow bottles a symbol and a stark reminder of the emptiness of their lives: a couple no longer able to pretend. His polishing cloth, stained red, moved to the angled, oak-panelled stock and he recalled the shape of his wife's head, the angles of it, like a shiny hard corn kernel or a riverbed fossil. Eyes travelling from the smooth barrel of the rifle fixated on the white unweathered skin where his wedding band used to be. Fighting a rush of memories that flooded his body, he closed his eyes and surrendered to the memory of that day.



GEOGRAPHY

Year 9 Geography End of year Exam.

This will cover the main topics taught this year - Climate Change and Africa.

	RAG - Confidence	Revised?
Past global climates		
Key climate terminology		
Glacial and interglacial periods		
Proxy data		
Greenhouse effect		
Enhanced Greenhouse effect		
Physical causes of climate change		
Human causes of climate change		
Impacts of climate change		
Tuvalu case study		
Adaptation strategies		
Mitigation strategies		
Physical features of Africa		
Biomes of Africa		
Population distribution		
Rift Valley formation		
Colonisation of Africa		



GEOGRAPHY

Year 9 End of year Exam.

Name:

Form:

Teacher:

Section	Maximum mark	Achieved mark
A	30	
B	21	
Total	51	

Section A – Climate Change.

1. Match the keywords with the correct definitions (4)

Climate		The term used to describe the past 2.6 million years.
Weather		The average weather usually measured over 30 years.
Climate change		Day to day changes in the atmosphere.
Quaternary		Changes to the average pattern of weather over an extended period of time.

2. Define the following keywords: (2)

Greenhouse gas -.....

Global warming -

3. How can tree rings show us previous climates? (2)

.....

.....

.....

.....

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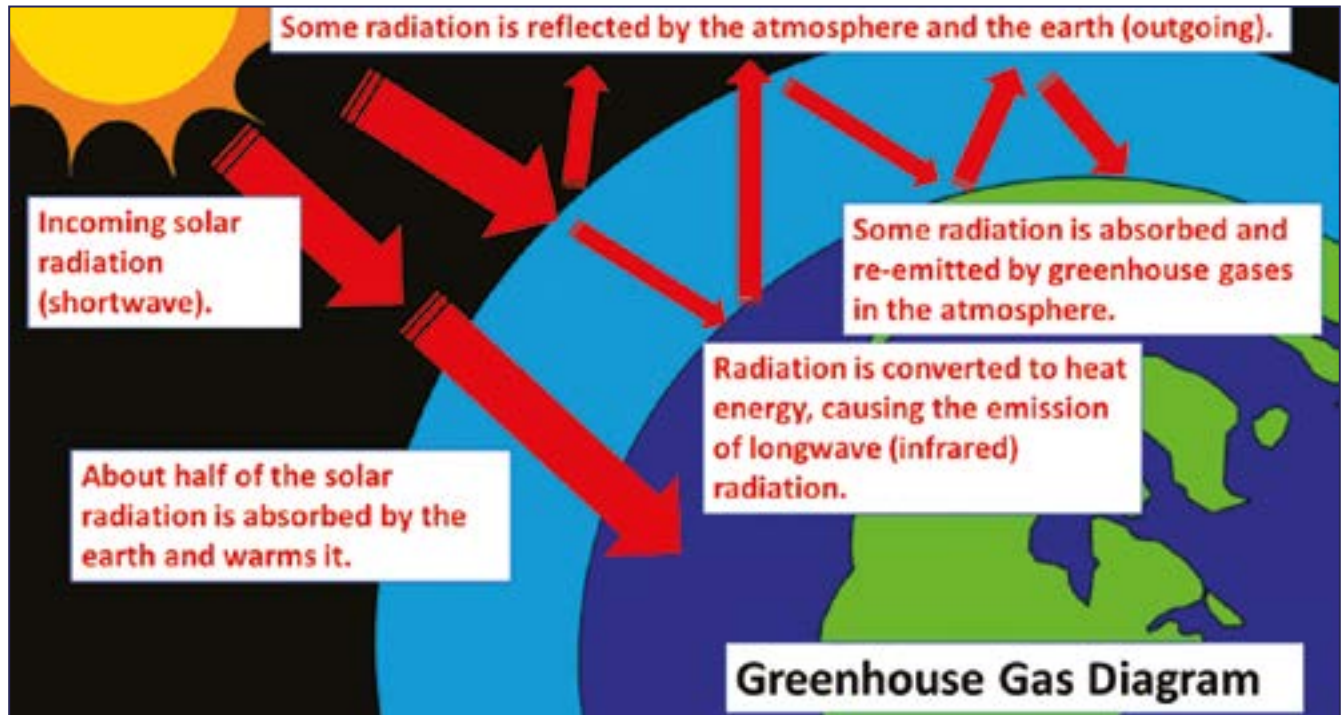
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GEOGRAPHY

4. Study the diagram below which shows the greenhouse effect.

Describe how the greenhouse effect works in your own words (4)

[illegible]



GEOGRAPHY

5. Tick the correct answers (3)

The Quaternary period includes the last:	3.4 million years	5.5 million years	2.6 million years
During this time global temperatures have:	Stayed the same	Fluctuated (up and down)	Increased
Cold periods are known as:	Glacials	Interglacials	Hot spots
Warm periods are known as:	Glacial	Interglacial	Hot spots
Glacials last about:	400,000 years	100,000 years	1 million years
Interglacials last about:			
	2,000 years	100,000 years	10,000 years
The Earth is currently in a:			
	Glacial period	Interglacial period	Ice age

6. Explain how human actions cause climate change on a global scale (3)

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GEOGRAPHY

7. Outline two impacts of climate change. (2)

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8. How could climate change affect the UK? (3))

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9. Why is Tuvalu at risk due to climate change? (2)

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GEOGRAPHY

10. Define the key terms: (2)

Adaptation:

.....

Mitigation:

.....

11. Are these strategies adaptation or mitigation? (3)

Alternative energy:

Using energy such as solar, wind or tidal can reduce the use of fossil fuels, this reduce the amount of CO₂ released into the atmosphere.

Agriculture:

Farmers may have to change the crops they grow, as some may not grow in a warmer climate.

Water supply:

Water transfer schemes could be used. This is where water is transferred from an area of water surplus to an area of water shortage.

International agreements:

In 2005 the Kyoto protocol became international law. The countries that signed up to the treaty pledged to reduce their carbon emissions by 5%.

Planting trees:

There will be more trees to absorb the carbon dioxide in the atmosphere during the process of photosynthesis.

Sea defences:

Areas at risk from sea level rise may use sea defences to protect their land.

Carbon Capture:

Removal of CO₂ from waste gases from power stations and then storing it in old oil and gas fields or coal mines underground. This reduces the amount of emissions into the atmosphere.

Genetically modified crops:

Scientists are developing crops which are drought tolerant/salt tolerant so that farming can continue when circumstances change.



GEOGRAPHY

Section B – Africa.

12. Name these physical features of Africa (4)





GEOGRAPHY

13. Describe how plants and animals have adapted to 1 of the biomes of Africa (4)

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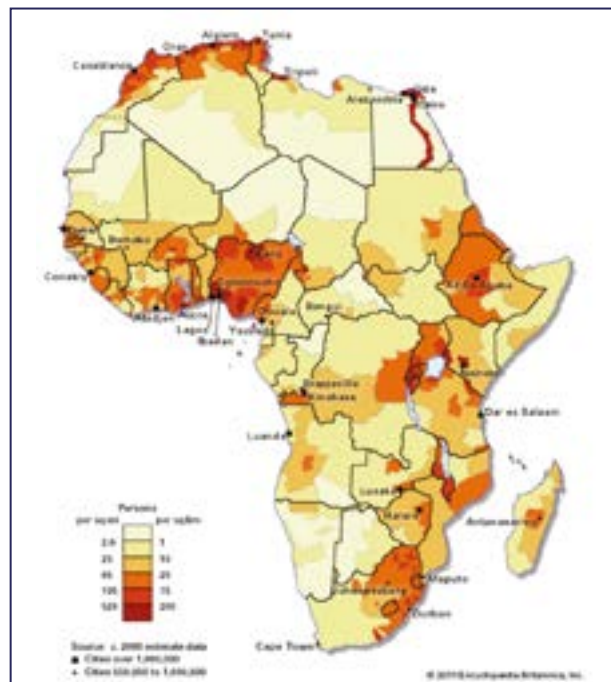
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14. Describe the population distribution Of Africa (3)



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GEOGRAPHY

15. How did the Rift Valley in East Africa form? (2)

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16. To what extent is Africa's experience of colonisation to blame for its current problems? (8)

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This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting or typing. There are no margins, text, or other markings on the page.



HISTORY

Contents of the exam:

- The contents of the exam in your subject
- A topic revision list
- A checklist of activities to be done to revise
- Where revision material can be found e.g. online links
- A mock exam paper mirroring the paper they will sit

The Year 9 assessment will pursue a dual coded approach exploring the two fundamental aspects of a successful Historical Enquiry: Knowledge and Skills. The Knowledge aspect of the assessment will utilise a multiple selection format, while the skills aspect of the assessment will be modelled GCSE examination questions that best fit the material being assessed.

There will be 26 multiple selection questions (5 for each component in the current enquiry, and 6 additional question from previous enquiries studied this year) with each question being worth 1 mark. For the skills aspect of the assessment the value of the marks awarded from the questions will total to 24. The total marks available for the assessment will be 50.

Previous enquiries are included to emphasise the importance of continual and constant revision that is expected to be successful in the GCSE course.

This examination will focus on the experience of the British colonies during the Second World War, as well as a revision of the previous topic covered – Jewish resistance during the Holocaust.

Knowledge

- Lesson 1 – 4 questions
- Lesson 2 – 4 questions
- Lesson 3 – 4 questions
- Lesson 4 – 4 questions
- Lesson 5 – 4 questions
- Previous enquiry - 6 questions **Total 26 Marks**

Skills

- Inference question (for example Give two things you can infer from Source A about the treatment of the Jews during Kristallnacht.) (4 marks)
- Source Analysis question (for example How useful are Sources A and B for an enquiry into the problems involved in performing operations on the Western Front? Explain your answer, using Sources A and B and your knowledge of the historical context.) **(8 marks)**
- Explain why style questions (for example Explain why there was rapid change in the treatment of illness in Britain during the twentieth century. You may use the following in your answer: magic bullets, high-tech treatment. You must also use information of your own.) (12 marks) **Total 24 marks.**



HISTORY

Combined total 50 marks.

Topic Revision list:

- The importance of the 'Empire' during the Second World War.
- Contribution of West Indies in the allied war effort in the Second World War.
- Contribution of India in the allied war effort in the Second World War.
- Contribution of Australia in the allied war effort in the Second World War.
- Contribution of Nigeria in the allied war effort in the Second World War.
- The different forms of resistance carried out by Jewish people during the Holocaust (specifically Partisans and Amidah).

Activities to revise:

- Access the written material on BBC Bite Size.
- Access the various video forms of revision and create mind map and notes.
- Review classwork in your exercise book.
- Discussions will be had about the feasibility of uploading Google Slides versions of lessons to the Google Classroom so students have access to lesson resources to revise from.

Revision Materials.

- BBC Bitesize Troops from the British Empire <https://www.bbc.co.uk/bitesize/topics/zk94jxs/articles/zgiff82>
- Indy Neidell's episode on Colonial soldiers in WW2 https://www.youtube.com/watch?v=NbFEUjMR_28
- Indy Neidell's episode on Tobruk for a focus on Australian contributions to the North Africa campaign <https://www.youtube.com/watch?v=rqralGY58pE>
- Armchair Historian's WW2 from India's Perspective https://www.youtube.com/watch?v=3HoE2th_CxE
- Discussions will be had about the feasibility of uploading Google Slides versions of lessons to the Google Classroom so students have access to lesson resources to revise from.

A mock exam paper mirroring the paper they will sit.

Knowledge Section

Lesson 1 Overview

1. What was India Known as in WW2.

A India.

B East India Company.

C British Raj.

2. What was Britain known as to its colonies?

A The Mother Land.

B The Mother Country.

C The Father Land.

3. Which countries established the Commonwealth Air Training Plan?

A Australia, Canada, New Zealand and Britain.

B India, Nigeria, Gold Coast, and New Foundland.

C South Africa, Malta, Ireland, Cyprus, and Egypt.

4. What was the value of the interest free loans granted to the British government by the Nigerian Government?



HISTORY

Lesson 2 India.

5. What is the Victoria Cross?

- A** The highest military award given by the British Army for bravery
- B** The highest civilian award given by the British Army for bravery
- C** The highest military award given to soldiers who have died in combat

6. How many Victoria Crosses were awarded to Indian soldiers in the Second World War?

- A** 92
- B** 34
- C** 31

7. How many Indian soldiers volunteered for the British Army in the Second World War?

- A** 2 Million
- B** 2.5 Million
- C** 7 Million

8. Which charter was signed by Churchill that hinted towards Indian independence after the Second World War?

- A** The Pacific Charter
- B** The Atlantic Charter
- C** the Indian Charter

9. Which European campaign did the Indian army significantly contribute to?

- A** The Italian front
- B** Normandy
- C** Market Garden

Lesson 3 Australia.

10. Which theatre war saw the most significant Australian involvement?

- A** Western Europe
- B** The Pacific
- C** Scandinavia

11. Which country used Australia as a base to launch its own campaign against the Japanese Empire?

- A** The UK
- B** the USA
- C** China

12. Where was the first campaign the Australian Army saw combat in the Second World War?

- A** In the Pacific against Japan
- B** In North Africa against Italy
- C** In Normandy against Germany

13. Which port in Libya became famous because of the Australian armies resistance to a German siege between April to August 1941?

- A** Tobruk
- B** Benghazi
- C** Suez



HISTORY

Lesson 4 Nigeria.

14. Which theatre of War did Nigeria participate in?
- A** Europe
 - B** Scandinavia
 - C** Ukraine
15. Which country was the biggest battle that Nigerian forces participated in?
- A** France, Falaise Pocket
 - B** Burma, Battle of Myohaung
 - C** Italy, Monte Cassino
16. Where was the first campaign Nigerian forces saw action?
- A** East Africa
 - B** North Africa
 - C** Normandy
17. Which crops was Nigeria banned from exporting to Germany?
- A** Potatoes and Barley
 - B** Beans and Rice
 - C** Cocoa and Palm oil

Lesson 5 West Indies.

18. What difficulties did West Indian's face when they tried to help Britain in the Second World War?
- A** Racism
 - B** Cost of Living
 - C** Standard of Cuisine
19. How many people from the Caribbean came to help Britain during the Second World War?
- A** 10,000
 - B** 8,000
 - C** 5,000
20. How many West Indians served in the RAF?
- A** 500
 - B** 300
 - C** 200
21. How did the Royal Navy respond to Caribbean sailors?
- A** They were treated equally to white sailors
 - B** The Navy accepted no black sailors
 - C** They allowed black officers to lead black sailors on their own ships



HISTORY

Previous Topic Jewish Resistance to the Holocaust.

22. What was the name given to peaceful Jewish resistance to the Holocaust?

- A** Amidah
- B** Emerdah
- C** Occupation

23. What were groups who used violence to resist the Nazi's called?

- A** Terrorists
- B** Protesters
- C** Partisans

24. Who famously wrote a diary while hiding from the Nazis?

- A** Anne Frank
- B** Franklin Anne
- C** Annabel Franklin

25. In which country did the above hide from the Nazis?

- A** France
- B** Holland
- C** Belgium

26. Which army did Partisan groups work within Eastern Europe to fight the Nazis?

- A** The British Army
- B** The American Army
- C** The Red Army

27. How many Jewish people are thought to have died during the Holocaust?

- A** 6 Million
- B** 3 Million
- C** 1 Million

Skill Section.

1. Give two things you can infer from Source A about the about the experience of Indian soldiers in the Second World War **(4 marks)**

2. How useful are Sources A and B for an enquiry into the experience of colonial soldiers in the second World War? Explain your answer, using Sources A and B and your knowledge of the historical context.) **(8 marks)**

3. Explain why style questions (for example Explain why the colonies of the British Empire were willing to sacrifice the lives of their own men to help Britain in the Second World War.

You may use the following in your answer: Mother Country, Atlantic Charter.

You must also use information of your own.) **(12 marks)**



HISTORY

Source Materials.



Source A.

Indian Soldiers man a Bren gun in the Western Desert.



Source B.


Australian soldiers hold trenches outside Tobruk.



MATHS

Maths Practice Paper.

At the end of year 9 all students will sit a non-calculator Foundation level GCSE paper. This allows you and us to see where you are as you begin your full GCSE course. Below is a practice paper which is similar to the paper that students will sit and which will help in preparation. Work through it and discuss any areas you are stuck on with your maths teacher. You should also use your LPS books to help prepare as the paper you will sit will reflect a lot of the work you have done this year, including what has been in your fluency checks.

AQA

2023 PRACTICE PAPER SET 2

Please write clearly, in block capitals.

Centre number Candidate number

Surname

Forename(s)

Candidate signature

GCSE
MATHEMATICS

F


Foundation Tier Paper 1 Non-Calculator

Time allowed: 1 hour 30 minutes

Materials
For this paper you must have:

- mathematical instruments

You must **not** use a calculator.



Instructions

- Use black ink or black ball-point pen. Draw diagrams in pencil.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- You may ask for more answer paper, graph paper and tracing paper. These must be tagged securely to this answer book.

Advice

- In all calculations, show clearly how you work out your answer.

For Examiner's Use	
Pages	Mark
2 - 3	
4 - 5	
6 - 7	
8 - 9	
10 - 11	
12 - 13	
14 - 15	
16 - 17	
18 - 19	
20 - 21	
22	
TOTAL	

8300/1F
2023 Practice Paper Set 2



MATHS

- 1 Write down **one** multiple of 6.

[1 mark]

Answer _____

- 2 Write a number in each box to make a correct statement.

[1 mark]

<

- 3 Solve $x - 3 = 9$

[1 mark]

$x =$ _____

- 4 Simplify $y \times y$

[1 mark]

Answer _____



MATHS

5 (a) Work out $\frac{1}{5}$ of 65

[2 marks]

Answer _____

5 (b) Work out $3.4 \div 2 + 4.8$

[2 marks]

Answer _____

6 Simplify $8a + 4b + 2a - 3b$

[2 marks]

Answer _____

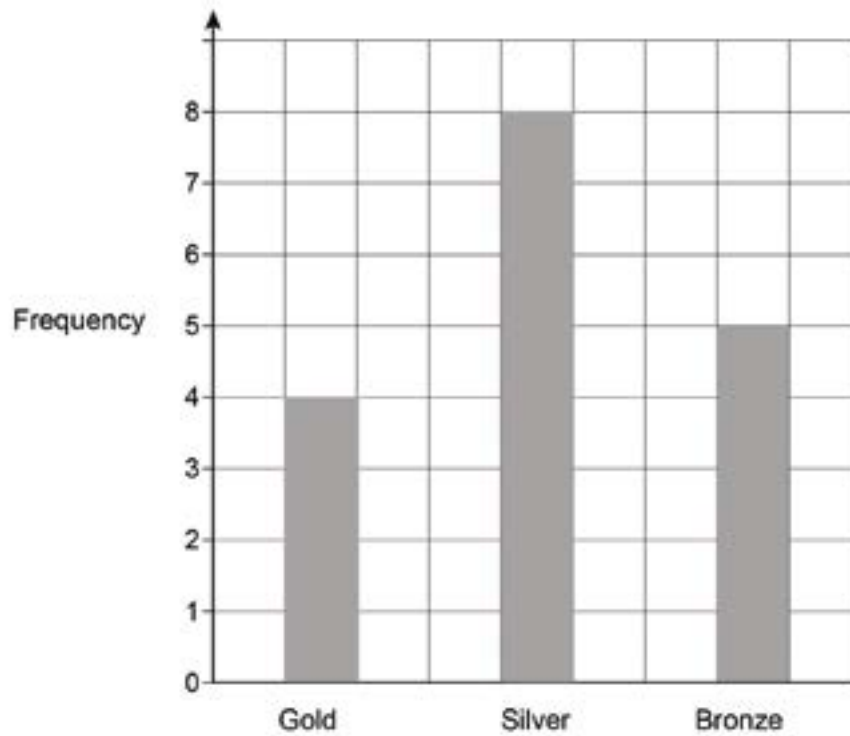
Turn over for the next question



MATHS

7

The bar chart shows information about the medals won by Kenya at the Commonwealth Games.



Show the information in a pictogram.

Use the key given.

[3 marks]

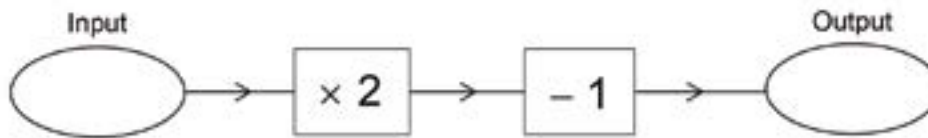
Key :  represents 2 medals

Gold	
Silver	
Bronze	



MATHS

8 Here is a number machine.



8 (a) Work out the **output** when the input is 5

[1 mark]

Answer _____

8 (b) Work out the **input** when the output is 19

[2 marks]

Answer _____

Turn over for the next question

Turn over ►



MATHS

9 (a) Work out $\frac{2}{7} + \frac{4}{7}$

[1 mark]

Answer _____

9 (b) Work out $\frac{3}{8} \div \frac{7}{10}$

[2 marks]

Answer _____



MATHS

10 In a quiz, teams are asked 10 questions.

Teams score

2 points for a correct answer

0 points for questions not attempted

–1 point for an incorrect answer.

10 (a) Team A has these results:

	Correct	Not attempted	Incorrect
Number of questions	6	1	3

Work out the total number of points Team A scores.

[2 marks]

Answer _____

10 (b) Team B answers 8 out of 10 questions correctly.

Work out the percentage of questions Team B answers correctly.

[1 mark]

Answer _____ %

6

Turn over ►

830011F

2023 Practice Paper Set 2



MATHS

- 11** A sequence of patterns uses black squares and white squares.
Here are the first three patterns.



Pattern 1



Pattern 2



Pattern 3

- 11 (a)** How many black squares are in Pattern 4?

[1 mark]

Answer _____

- 11 (b)** Circle the expression for the number of black squares in Pattern n

[1 mark]

$4n$

$n + 2$

$6n - 2$

$2n + 2$

- 11 (c)** Will the number of black squares always be even?

Tick a box.

Yes

☐

No

☐

Give a reason for your answer.

[1 mark]



MATHS

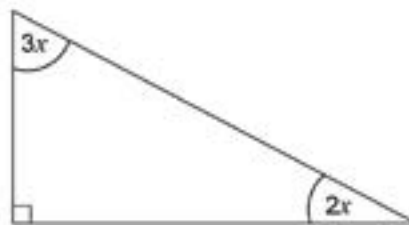
- 12 A bag contains red counters and blue counters in the ratio 1 : 2

What fraction of the counters are red?

[1 mark]

Answer _____

- 13



Not drawn
accurately

Work out the value of x

[3 marks]

$x =$ _____

Turn over for the next question

$\frac{\quad}{7}$

Turn over ►



MATHS

14

90 drinks are to be provided for people attending a school fete.

A jug containing orange squash can fill 12 paper cups.

A jug containing coffee can fill 8 china cups.

63 people would like orange squash, while 27 people would prefer coffee.

What is the least number of jugs needed to provide everyone with their chosen drink?

[4 marks]

Answer _____

15 (a)

The total of two square numbers is 100

What are the two square numbers?

[2 marks]

Answer _____ and _____



MATHS

15 (b)

Kim says,

"The total of any two **different** square numbers is **always** even."

Are they correct?

Yes

☐

No

☐

Write down a calculation to support your answer.

[1 mark]

16

Work out the value of $2(3x - 5y)$ when $x = 4$ and $y = -2$

[2 marks]

Answer _____

17

Factorise $15x + 5y$

[1 mark]

Answer _____

Turn over for the next question

10

Turn over ►



MATHS

- 18** Adrian changes his car every three years.
Brian changes his car every eight years.
Both changed their car in 2022.

- 18 (a)** In which of these years did Adrian change his car?
Circle your answer.

[1 mark]

2009

2010

2011

2014

- 18 (b)** When is the next year after 2022 that **both** Adrian and Brian change their cars?

[1 mark]

Answer _____

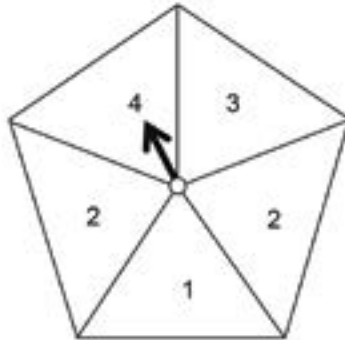
- 18 (c)** In any leap year, the number made by the last two digits is divisible by four.
For example, 2004 and 2016 were leap years because 04 and 16 are divisible by four.
Give a reason why Brian will never change his car in a leap year.

[1 mark]



MATHS

- 19 Here is a fair five sided spinner.



- 19 (a) Write down the probability of scoring an even number with one spin.

[1 mark]

Answer _____

- 19 (b) Work out the probability of scoring a **total** of 8 with two spins.

[3 marks]

Answer _____

7

Turn over ►

8300/1P

2023 Practice Paper Set 2



MATHS

20

The diagram shows distances by road between four cities.



20 (a)

Sam drives from Cardiff to Leeds via Birmingham.

Tim drives from Cardiff to Leeds via Liverpool.

Tim drives 18 more miles than Sam.

Work out the distance by road from Cardiff to Liverpool.

[3 marks]

Answer _____ miles



MATHS

- 20 (b)** Eve drove the 180 miles from Cardiff to Leeds.
She drove the first 125 miles at 50mph then the remaining distance at 60mph.
Find the total time that Eve was driving.
- [4 marks]**

Answer _____

- 20 (c)** If Eve drove the whole distance at 50mph, how would this affect her journey time?
- [1 mark]**

Turn over for the next question

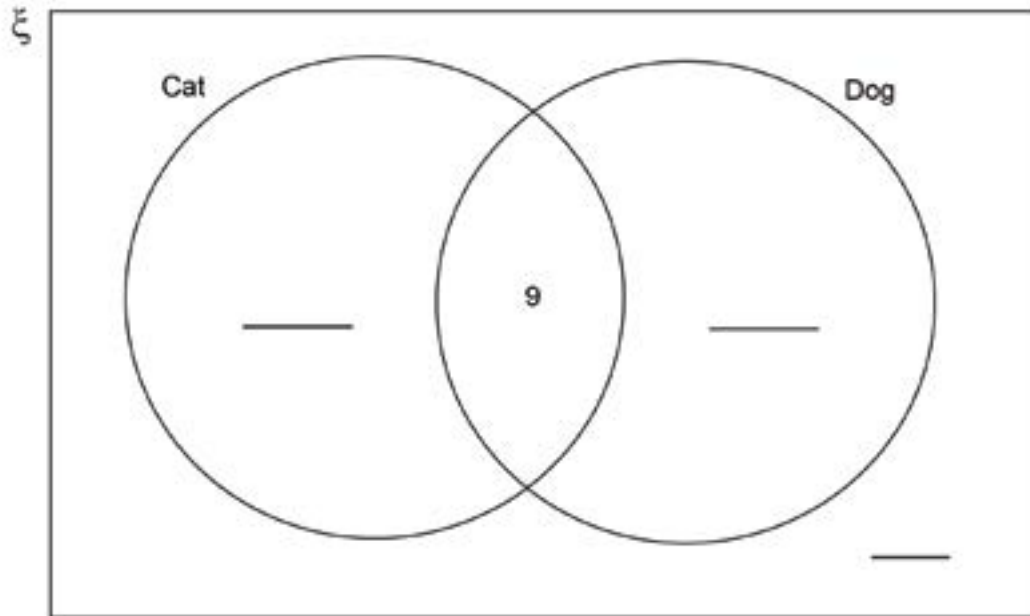


Turn over ►



MATHS

- 21 30 pupils are asked about their pets.
The Venn diagram shows some information about their answers.



- 21 (a) What does the number 9 on the diagram represent? [1 mark]
- _____
- _____
- 21 (b) 16 pupils have a cat and 17 pupils have a dog.
Complete the Venn diagram. [3 marks]



MATHS

22/22

22 Brass is made by mixing 7 parts copper to 3 parts zinc.

22 (a) How much copper is needed to make 30 kg of brass?

[2 marks]

Answer _____ kg

22 (b) Fred has 35 kg of copper and 12 kg of zinc.

What is the greatest amount of brass he can make?

[3 marks]

Answer _____ kg

Turn over for the next question

9

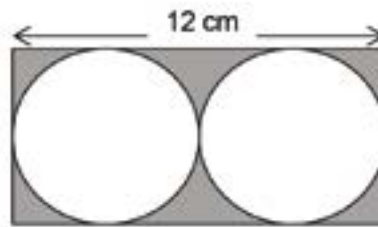
Turn over ►



MATHS

23

Two identical circles just fit inside a rectangle as shown.



Not drawn
accurately

Work out the area of the shaded section.

Give your answer in terms of π

[4 marks]

Answer _____ cm^2



MATHS

24

Bag A contains 20 green balls and 12 yellow balls.

Bag B contains 15 green balls and 9 yellow balls.

John says,

"It's more likely that a green ball is chosen from Bag A than Bag B because there are more green balls in Bag A than Bag B."

Is he correct?

Yes

☐

No

☐

Give a reason for your answer.

[3 marks]

25

Write 61.6×10^3 in standard form.

[1 mark]

Answer _____

Turn over ►



MATHS

26

Adele works out the answer to $\frac{4.1 - \sqrt{30}}{19.23}$

She says the answer is positive.

Is she correct?

Yes

☐

No

☐

You **must** show your working.

[2 marks]

27

House prices rise at a rate of 10% each year.

In January 2020, Greta bought a house for £200 000

What is the value of the house in January 2022?

[2 marks]

Answer £ _____



MATHS

28

Use a ruler and a pair of compasses in this question.

Construct the perpendicular bisector of AB .

[2 marks]



Turn over for the next question

6

Turn over ►

8300/1F

2023 Practice Paper Set 2



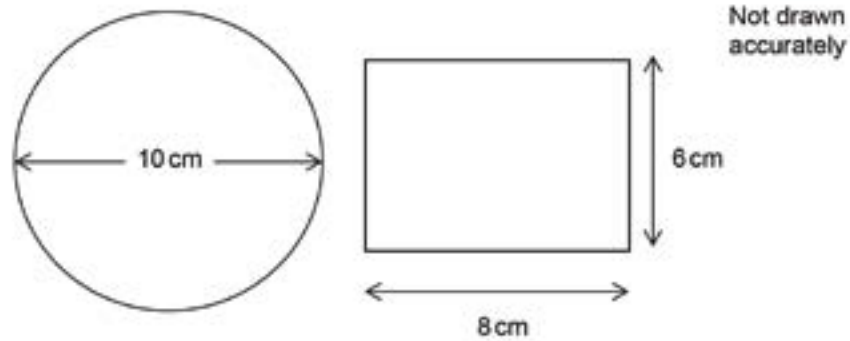
MATHS



29

Sarah has a circular piece of card with a diameter 10 cm.

She wants to cut a rectangle whose sides are length 8 cm and 6 cm.



Use Pythagoras' theorem to show that she can cut the rectangle from the circular card.

[3 marks]

END OF QUESTIONS

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3



MFL

Year 9 French & Spanish Exam Preparation.

Topic List.



Food

- Food and drinks.
- Mealtimes.
- Menus and ordering food.
- Healthy vs unhealthy diet.
- Future eating habits.
- Parts of the body and illness.
- Resolutions for healthier lifestyle.
- Advice to be healthier.



Careers

- Importance of foreign languages.
- Jobs and opinions.
- Typical day at work.
- House chores and pocket money.
- Future school plans.
- Ideal job in the conditional.
- A workday in the past.



Revising little and often is best with languages. Set aside 10-15 minutes each day at the same time to do your Spanish practice! Setting an alarm on your phone may help too.



HOW TO REVISE.

- **GOOGLE CLASSROOM** has up-to-date lessons where students can find all vocabulary learnt in class, reading texts and model answers for writing tasks.
- **KNOWLEDGE ORGANISERS** teachers give out Knowledge organisers for each topic as a printed sheet which can be used at home to revise.
- **LOOK/COVER/CHECK** – look at the Knowledge organisers, cover the Spanish vocabulary, look at each English word and write and say it in Spanish. Finally check your answers. Re-write the wrong ones three times and repeat the process until all answers are correct.
- **DUOLINGO**– is a free app which can be used to memorise words. Look for the topics of Food and Work/Jobs/Careers and complete the activities online.
- **BBC BITESIZE** – has a Spanish beginner sections with lots of engaging exercises to practice all skills.



PERFORMING ARTS

Year 9 Drama Exam Revision Tips.

Course Structure

Key Assessments:

Year 9 Drama Exam 1 = **Devising** a performance based on stimulus given.

Year 9 Drama Exam 2 = Performing an extract from a script 'The Container' or 'Noughts & Crosses'.

Key Dates:

End of Drama carousel (different for each class)

Revision Topics

Unit/Topic

1. Devising your own original Drama.

- Storytelling for a modern audience (Y7)
- Exploring practitioners (Y8)
- Response to stimulus (Y7&8)

2. Working with script.

- Sweeney Todd (Y7)
- Page to Stage (Y8)

Areas For Revision

Elements of performance

Characterisation
Body language and facial expression
Movement
Tone of voice
Volume
Pace
Pauses

Performance techniques

Thoughts aloud
Monologues
Slow motion
Choral speaking and moment
Narration
Flashbacks
Cross cutting & split screen

Devising techniques

Responding to stimulus
Marking the moment
Research
Hot Seating
Verbatim
Script/Monologue writing

Resources

Your drama Google Classroom contains the lesson PowerPoints and other resources from Units from Y7-9.

Script extracts you are given in class.

News articles & programs set as HW for devising research.

Use the internet and the library to research your theme, story & characters.

Research Stanislavski's method acting techniques.

Research Brechtian conventions for devising.

BBC Bitesize Drama pages and quizzes.

Useful revision techniques and how to help your child improve their grades.

Drama Revision Tips:

- Learn your lines.
- Never stop rehearsing - no piece of Drama is ever completely finished it can always be improved!
- Complete independent research at home - use the internet, watch the news, find articles and books, interview people you know.
- Add your own ideas to make it your own interpretation.
- Know the assessment criteria and what you need to do to achieve your end Yr9 target!
- Be confident - remember self-belief and confidence will help you to be successful in life.
- Draw on everything you have learnt over the past 3 years in Drama.
- Watch the professional actors in The Container, Noughts & Crosses and get ideas.
- Use BBC Bitesize 'Drama' - take the quizzes and watch the videos to improve your knowledge.
- Use the resources on the Drama Google Classroom to inspire you.



PERFORMING ARTS

Year 9 Music Exam Revision Tips.

Course Structure

Key Assessments:

Year 9 Music Assessment 1 = Perform part of a Rock Anthem, or a Ballad

Year 9 Music Assessment 2 = Compose a soundtrack to a given film scene (with a specific genre)

Key Dates:

End of Music carousel (different for each class)

Revision Topics

Unit/Topic	Areas For Revision	Resources
1. Performance.	<i>Elements of performance</i> Tempo Dynamics Timbre Rhythm	Your Music Google Classroom contains the lesson PowerPoints and other resources. Use Ipsmusic.co.uk to access additional resources Using the Music room at break and lunch to practice individual parts, or a group rehearsal
2. Composing a soundtrack	<i>Compositions</i> Analyse a film or game trailer/clip. What can you hear? - How is it used? How does it impact the game/film clip?	Links found on Unit and Curriculum Overviews.

Useful revision techniques and how to help your child improve their grades.

Music Revision Tips:

- Good rehearsal technique in lessons.
- Use enrichment time to benefit you.
- Have a growth mindset, nothing is impossible.
- Be creative.
- Know the assessment criteria and what you need to do to achieve your end of Yr9 target!
- Be confident - remember self-belief and confidence will help you to be successful in life.
- Draw on everything you have learnt over the last 3 years in Music.
- Watch performances of professional musicians.
- Use BBC Bitesize 'Music' – take the quizzes and watch the videos to improve your knowledge.



SCIENCE

Various helpful links:**Biology.**

Checklist: https://docs.google.com/document/d/1U6jqSSoicyYAP0Z23MmWw5JNPtcPq1QL/edit?usp=share_link&oid=103028310767051131692&rtpof=true&sd=true

Practice Paper: https://docs.google.com/document/d/1i33VEHB1UJdzEsrBXhX2O9Nuz3a2uyRR/edit?usp=share_link&oid=103028310767051131692&rtpof=true&sd=true

Chemistry.




Checklist: https://docs.google.com/document/d/1qqvebOmqCFThEUfCcBV5RcoW9Mlc7gF-/edit?usp=share_link&oid=103028310767051131692&rtpof=true&sd=true

Practice Paper: https://docs.google.com/document/d/1RNXPfqKQEj8xZcNaROBNczHcrszltZyw/edit?usp=share_link&oid=103028310767051131692&rtpof=true&sd=true

Physics.




Checklist: https://docs.google.com/document/d/1thJHcqT7ZDF8YmjHJ9cyRxPhKBK1iJ3/edit?usp=share_link&oid=103028310767051131692&rtpof=true&sd=true




Practice Paper: https://docs.google.com/document/d/1rvxjYVV-oJqfpyvv_KGCXkCJdXU1wPwx/edit?usp=share_link&oid=103028310767051131692&rtpof=true&sd=true

Review B1 Cell Biology.				
B1.1 Cell Structure.	Can you...?			
Name the main organelles of plant and animal cells (eukaryotic cells).				
Recall the relative size of bacterial cells (prokaryotic cells).				
Describe the difference in how the genetic material is found within eukaryotic and prokaryotic cells.				
Explain how the main sub-cellular structures, including the nucleus, cell membranes, mitochondria, cell wall and chloroplasts in plant cells and plasmids in bacterial cells are related to their functions.				
Explain how the structure of different types of cell relate to their function in a tissue, an organ or organ system, or the whole organism. Including sperm cells, nerve cells and muscle cells in animals and root hair cells, xylem and phloem cells in plants.				
Describe cell differentiation.				
Describe the differences in magnification and resolution between electron and light microscopes.				
Define binary fission (biology only).				
Explain how to prepare an uncontaminated culture (biology only).				



SCIENCE

Review B1 Cell Biology. B1.2 Cell Division.	Can you...?			
Recall that the nucleus of a cell contains chromosomes made of DNA molecules.				
Each chromosome carries a large number of genes. In body cells the chromosomes are normally found in pairs.				
Give an overview of mitosis.				
Understand that Cell division by mitosis is important in the growth and development of multicellular organisms.				
Recognise and describe situations where mitosis is occurring.				
Define a stem cell.				
Recall that stem cells from human embryos and adult bone marrow can be cloned and made to differentiate into many different types of human cells.				
Name some conditions which may be helped by treatment with stem cells.				
Discuss the ethical or religious objections and potential risk of stem cell use.				
Recall that stem cells from meristems in plants can be used to produce clones of plants quickly and economically and describe possible uses.				

Review B1 Cell Biology. B1.3 Transport in Cells.	Can you...?			
Explain how substances may move into and out of cells across the cell membranes via diffusion.				
Describe diffusion.				
Recall that some of the substances transported in and out of cells by diffusion are oxygen and carbon dioxide in gas exchange, and of the waste product urea from cells into the blood plasma for excretion in the kidney.				
Describe factors that affect the rate of diffusion.				
Recall that a single-celled organism has a relatively large surface area to volume ratio to allow sufficient transport of molecules into and out of the cell.				
Explain how the small intestine and lungs in mammals, gills in fish, and the roots and leaves in plants, are adapted for exchanging materials.				
List factors that increase the effectiveness of an exchange surface.				
Describe osmosis.				
Recall that active transport moves substances from a more dilute solution to a more concentrated solution (against a concentration gradient). This requires energy from respiration.				
Link the structure of a root hair cell to its function.				
Describe a use for active transport in both plants and animals.				
Explain the difference between diffusion, osmosis and active transport.				



SCIENCE




C1 Atomic Structure & The Periodic Table. 1.1.1 Atoms, elements and compounds. Can you...?			
Define the word 'element' in terms of atoms.			
Recall that there are about 100 different elements which are shown in the periodic table.			
Describe what a compound is and how they are represented.			
Describe how compounds are formed and separated, and what this involves.			
Use the names and symbols of the first 20 elements in the periodic table, the elements in Groups 1 and 7, and other elements in the Chemistry course.			
Name compounds of these elements from formulae or symbol equations.			
Write word equations for all the chemical reactions in the Chemistry course.			
Write formulae and balanced chemical equations for all the chemical reactions in the Chemistry course.			




C1 Atomic Structure & The Periodic Table. 1.1.2 Mixtures. Can you...?			
Describe what a mixture is and whether the properties of each substance in the mixture are changed or unchanged.			
State the 5 processes which can be used to separate mixtures, and remember that they do not involve chemical reactions.			
For each process, state the mixture(s) it can be used to separate.			
Describe, explain and give examples of the each of these processes.			
Suggest suitable separation and purification techniques for mixtures when given information.			




C1 Atomic Structure & The Periodic Table. 1.1.3 The development of the model of the atom. Can you...?			
Explain what may lead to a scientific model being changed or replaced.			
Describe how the model of the atom changed as new evidence was discovered.			
Describe the roles of Niels Bohr and James Chadwick in the development of the model of the atom.			
Explain why the new evidence from the scattering experiment led to a change in the atomic model.			
Describe the difference between the plum pudding model of the atom and the nuclear model of the atom.			






SCIENCE

C1 Atomic Structure & The Periodic Table. 1.1.4 Relative electrical charges of subatomic particles. Can you...?			
State the relative charges of protons, neutrons and electrons.			
Explain why atoms have no overall electrical charge.			
State what atomic number represents.			
State how atoms of different elements differ from each other.			
Use the nuclear model to describe the structure of atoms.			

C1 Atomic Structure & The Periodic Table. 1.1.5 Size and mass of atoms. Can you...?			
State the radius of an atom.			
State the radius of a nucleus.			
State where most of the mass of an atom is.			
State the relative masses of protons, neutrons and electrons.			
State what mass number represents.			
Describe what an isotope is, how they differ from one another and how they are the same.			
Use the mass number and atomic number to calculate the number of protons, neutrons and electrons in an atom or ion.			
Relate the size of atoms to objects that can be seen.			

C1 Atomic Structure & The Periodic Table. 1.1.6 Relative atomic mass. Can you...?			
State what relative atomic mass is and how it is calculated.			
Calculate relative atomic mass from data given.			

C1 Atomic Structure & The Periodic Table. 1.1.7 Electronic Structure. Can you...?			
Describe how electrons fill up the energy levels (or 'shells') around the nucleus, starting from the lowest energy level (or innermost available shell).			
Represent the electronic structure of the first 20 elements of the periodic table in the following forms.			



SCIENCE

C1 Atomic Structure & The Periodic Table. 1.2.1 Periodic table. Can you...?			
Describe how elements in the periodic table are arranged and why it is called the periodic table.			
State the name of the columns in the periodic table and why elements are placed in the same column.			
Explain how the position of an element in the periodic table is related to the arrangement of electrons in its atoms and its atomic number.			
Predict possible reactions and reactivity of elements from their positions in the periodic table.			




C1 Atomic Structure & The Periodic Table. 1.2.2 Development of the periodic table. Can you...?			
State how scientists initially classified elements.			
Describe problems with the early periodic table.			
Explain how Mendeleev overcame these problems.			
Explain how Mendeleev was proved right, and why the initial order based on atomic weights was not always correct.			
Describe the steps in the development of the periodic table.			




C1 Atomic Structure & The Periodic Table. 1.2.3 Metals and non-metals. Can you...?			
Identify where metals and non-metals appear in the periodic table.			
State the type of ion metals form.			
State the type of ion non-metals form.			
Describe the physical and chemical properties of metals.			
Describe the physical and chemical properties of non-metals			
Explain how the atomic structure of metals and non-metals relates to their position in the periodic table.			
Explain how the reactions of elements are related to the arrangement of electrons in their atoms and therefore their atomic number.			




C1 Atomic Structure & The Periodic Table. 1.2.4 Group 0 (Noble Gases). Can you...?			
Explain why the noble gases (group 0) are unreactive, in terms of their outer electrons.			
Describe the trend in boiling point going down group 0.			
Predict properties from trends down the group.			






SCIENCE

C1 Atomic Structure & The Periodic Table. 1.2.5 Group 1 (Alkali Metals). Can you...?			
Describe the electronic structure of the alkali metals (group 1) and explain how their properties depend on this.			
Describe the reactions (observations and products) of the first 3 alkali metals with oxygen.			
Describe the reactions (observations and products) of the first 3 alkali metals with chlorine.			
Describe the reactions (observations and products) of the first 3 alkali metals with water.			
Explain the trend in reactivity going down the group.			
Predict properties from trends down the group.			

C1 Atomic Structure & The Periodic Table. 1.2.6 Group 7 (Halogens). Can you...?			
Describe the electronic structure of the halogens (group 7) and explain how their properties depend on this.			
State the type of element the halogens are and describe what their molecules consist of.			
Describe the type of compounds formed when they react with metals.			
Describe the type of compounds formed when they react with non-metals.			
Explain the trend in reactivity going down the group.			
Explain displacement reactions involving halogens and solutions of their salts.			
Predict properties from trends down the group.			

C1 Atomic Structure & The Periodic Table. 1.3.1 Comparison of transition metals with group 1 elements (Chemistry only). Can you...?			
State what the transition elements are.			
Describe the difference compared with group 1 in melting points, strength, hardness and reactivity with oxygen, water and halogens.			
Give examples of general properties with reference to Cr, Mn, Fe, Co, Ni, Cu.			

C1 Atomic Structure & The Periodic Table. 1.3.2 Typical properties of transition metals (Chemistry only). Can you...?			
Describe the typical properties of transition elements.			
Give examples of general properties with reference to compounds of Cr, Mn, Fe, Co, Ni, Cu.			



SCIENCE

Review P1 Energy. 4.1.1 Energy changes in a system, and the ways energy is stored before and after such changes.	Taught	Practised	Mastered
<p>Presenting and writing descriptions and explanations:</p> <p>Ask students to explore questions such as:</p> <ul style="list-style-type: none"> • Why do the wheels of a bike get very hot when braking hard? • Which type of car is more efficient – petrol or electric? • How is the gravitational potential energy store of an object increased? • Why does a flow of electrons along a wire allow bulbs to light and motors to spin? <p>Describe the changes involved in the way energy is stored in simple systems. Examples could include:</p> <ul style="list-style-type: none"> • vehicle braking systems (such as bike brakes) • a ball being thrown upwards <p>Presenting and writing descriptions and explanations:</p> <p>Describe and explain what is happening in terms of changes in energy stores when a motor is used to raise a load.</p>			
<p>Ask students to explore questions such as:</p> <p>When an object falls is the decrease in the gravitational potential energy store equal to the increase in the kinetic energy store?</p> <p>Calculate:</p> <p>Calculate the kinetic energy of a moving body.</p> <p>Calculate the amount of energy stored by various objects including stretched springs and objects raised above the ground.</p> <p>Calculation of an object's speed given the kinetic energy of the object.</p> <p>Calculate the speed of an object, just before impact, when dropped from a given height by equating the increase in the kinetic energy store to the decrease in the gravitational potential energy store.</p> <p>Presenting and writing descriptions and explanations:</p> <p>Explain the effect on the kinetic energy of an object when the speed and mass increases. In particular what will happen to the kinetic energy when the speed doubles and when the mass doubles?</p> <p>Application and implication:</p> <p>Explain the effect of increasing the spring constant of a spring on the ease that it stretches and on the amount of energy stored in the spring.</p>			



SCIENCE

Review P1 Energy	Taught	Practised	Mastered
4.1.1 Energy changes in a system, and the ways energy is stored before and after such changes.			
<p>Ask students to explore questions such as:</p> <ul style="list-style-type: none">• What determines how fast the temperature of a substance increases? <p>Presenting and writing descriptions and explanations:</p> <p>Describe how the energy stored in a system changes when it is heated.</p> <p>Calculate:</p> <p>Calculate the increase in stored energy when a substance is heated.</p> <p>Presenting and writing descriptions and explanations:</p> <p>Describe what is happening at an atomic level when a substance is heated.</p> <p>Developing explanations using ideas and models:</p> <p>Give students an opportunity to create their own models to explain what is happening when a solid is heated. This can be in the form of a diagram, a 2D or 3D model as they see fit.</p> <p>Calculate:</p> <p>Carry out calculations involving specific heat capacity. Students should also be able to rearrange the equation to find any unknown in the equation.</p> <p>Presenting and writing arguments:</p> <p>Evaluate the use of concrete in storage heaters:</p> <ul style="list-style-type: none">• Why is concrete used?• What are the problems associated with the use of concrete?• Why aren't other materials with a higher or lower specific heat capacity used?			
<p>Applications, implications and cultural understanding. Developing argument:</p> <p>Evaluate the benefits and drawbacks of using lower power devices such as compact fluorescent lamps (CFLs).</p> <p>Calculations:</p> <p>Carry out calculations to determine power, using energy transferred divided by time and work done divided by time.</p>			



SCIENCE

Review P1 Energy 4.1.2 Conservation and dissipation of energy.	Taught	Practised	Mastered
<p>Ask students to explore questions such as:</p> <ul style="list-style-type: none"> • Can energy be created or destroyed? • What is meant when people say 'energy is lost'? • How can we reduce the amount of energy being wasted by a machine? • What is the best way to reduce heat loss in the home? <p>Presenting and writing descriptions and explanations:</p> <p>Presenting and writing arguments:</p> <p>Describe, in terms of energy stores/work done, what happens when an appliance (such as a radio) is working.</p> <p>Evaluate the use of various types of insulation in the home. Look in particular at the effectiveness of loft insulation and cavity wall insulation.</p> <p>Communication for audience and purpose:</p> <p>Design a poster to illustrate the reasons why insulating the home is beneficial for both the homeowner and the environment. Select specific examples and suggest what could happen if insulation was not used in the home.</p>			
<p>Ask students to explore questions such as:</p> <ul style="list-style-type: none"> • Which type of power station is the most efficient? • Which type of light bulb would cost the least amount of money to use? <p>Research different types of power station to find out if combustion based power stations are less efficient than either nuclear or wind. Investigate ways of increasing the efficiency of a coal fired power station.</p> <p>Prepare a presentation on different types of light bulb. Find out the cost of buying and running the light bulbs in a home for one year. Determine whether energy saving light bulbs will save money over incandescent light bulbs.</p> <p>State the equations used to find efficiency.</p> <p>Calculate the efficiency of a machine as either a decimal or a percentage.</p> <p>Rearrange the equation to determine the total power input the machine or the useful power output.</p> <p>Students may have to analyse data to determine the useful energy output if they are told the energy input and the amount of wasted energy.</p> <p>Interpret data on efficiencies of different machines.</p>			



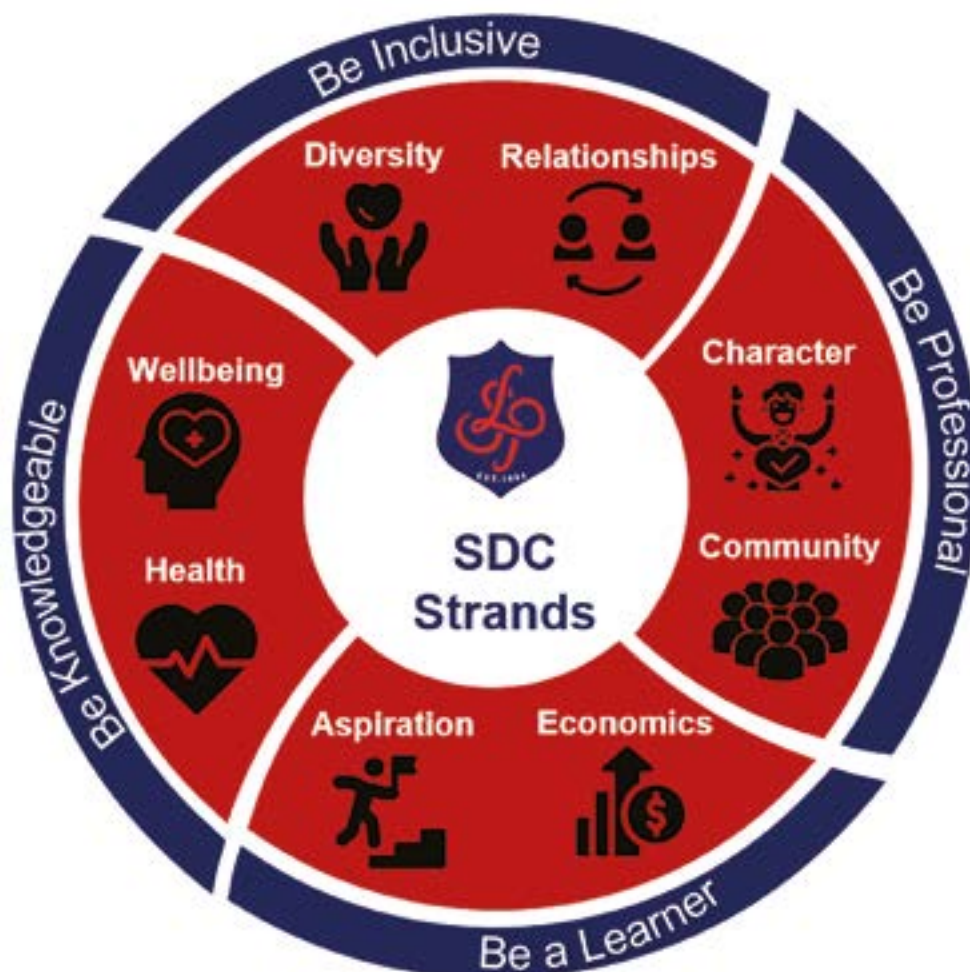
SCIENCE

Review P1 Energy			
	Taught	Practised	Mastered
4.1.3 National and global energy resources.			
<p>Define renewable energy resource and give examples of them.</p> <p>Define non-renewable energy resource and give examples of them.</p> <p>Describe the way in which different energy resources are used and identify patterns and trends in the use of energy resources.</p> <p>Research the different types of energy resources that are available to generate electricity.</p> <p>For each type of energy resource find the environmental impacts.</p> <p>Explain why each type of energy resource is used to generate electricity even though it does have these environmental impacts.</p> <p>For a given location determine the best way of generating electricity.</p> <p>Role-play a meeting between a group of local councillors/MPs, local environmental groups and electricity companies trying to get a new power station built. Which type of power station would each group want?</p> <p>How persuasive are each group in getting their choice?</p> <p>Evaluate the use of different energy resources for a given situation, e.g. generating electricity in remote locations. The evaluation should include ethical and environmental issues.</p> <p>Compare the use of different fuels for heating homes and transport.</p> <p>Determine the most suitable fuel for a particular use depending on the characteristics of the fuel.</p> <p>Identify the political, social, ethical and economic considerations that may arise from the use of different energy resources.</p>			



STUDENT DEVELOPMENT CURRICULUM

The Student Development Curriculum.



Character and Community

"Professional characters in our community and their local community"

- Trips and Visits
- Enrichment
- Student Leadership
- SMSC
- Raising and Giving
- Debating

Diversity and Relationships

"Inclusive of diverse views and perspectives"

- British Values
- RSHE
- Citizenship
- Religious Education
- Culture and Diversity Calendar
- Current Affairs
- The Big Read

Wellbeing and Health

"Knowledgeable of the importance of good health and wellbeing"

- RSHE
- Drop Down Days
- Physical Education
- Responsive Assemblies
- Same sex workshops
- Spotlight

Aspiration and Economics

"Learners with high aspirations and are equipped to achieve them"

- Careers Education
- Careers extended tutorials
- Career of the week
- Careers Fair
- Careers Advice
- Character Development Days



STUDENT DEVELOPMENT CURRICULUM

Every student will graduate with the best qualifications, purpose, self confidence, self-belief and a readiness to play a positive role within their local and the global community.

Key Stage Learning Journey	Character and Community	Diversity and Relationships	Wellbeing and Health	Aspiration and Economics
At the end of KS3 students will:	<ul style="list-style-type: none"> ➤ Join enrichment activities with enthusiasm. ➤ Attend at least 3 trips. ➤ Actively help the local and wider community. ➤ Actively help the environment. ➤ Raise money and support charities. ➤ Hold skilful debates ➤ Understand and participate in a democratic process. ➤ Visit key monuments and places in London city. 	<ul style="list-style-type: none"> ➤ Take part in and help organise a number of events including BHM and LGBTQ+ month. ➤ Understand and reflect on differences within the community and celebrate diversity. ➤ Understand and recognise characteristics of health and unhealthy relationships including consent. ➤ Understand and report views they deem to be discriminatory. 	<ul style="list-style-type: none"> ➤ Be active and understand and implement the components of a balanced diet. ➤ Be aware of stress triggers. ➤ Know how to access the facilities at the local leisure centre. ➤ Be aware of how to provide basic first aid. ➤ Recognise and manage risks online and offline and effectively deal with them. ➤ Know how puberty impacts the body and mind ➤ Be aware of how to deliver lifesaving skills including CPR 	<ul style="list-style-type: none"> ➤ Make a clear link to knowledge and skills needed for jobs. ➤ Make informed option choices that correspond to future careers based on the current labour market information. ➤ Have an idea of a personal roadmap to guide future decisions.
At the end of KS4 students will:	<ul style="list-style-type: none"> ➤ Join enrichment activities with enthusiasm. ➤ Attend at least 5 trips. ➤ Consider, lead and implement changes across the school community. ➤ Understand the role of charities and have raised money. ➤ Be involved in public speaking opportunities including leading assemblies. 	<ul style="list-style-type: none"> ➤ Understand and recognise characteristics of healthy and unhealthy relationships and intimacy including consent. ➤ Understand and report any views they deem to be discriminatory. ➤ Know and understand the audience they are talking to and speak with fluency. ➤ Understand and reflect on differences within the community and celebrate diversity. ➤ Practice good manners and encourage others to do the same. 	<ul style="list-style-type: none"> ➤ Be active and understand and implement the components of a balanced diet. ➤ Know how to manage stress, depression and anxiety recognising and dealing with triggers. ➤ Recognise and manage risks online and offline effectively and promote how to deal with them. ➤ Be first aid trained. ➤ Confidently deliver lifesaving skills including CPR ➤ Be aware of main forms of cancer signs, administer self-checks and where to go for support 	<ul style="list-style-type: none"> ➤ Understand and make informed decisions about work experience. ➤ Participate in range of careers events. ➤ Have had the experience of a university ➤ Careers advice from a professional ➤ Explore variety of different paths to employment such as Apprenticeships and T-Levels.
At the end of KS5 students will:	<ul style="list-style-type: none"> ➤ Join enrichment activities and have the opportunity to lead parts of it. ➤ Visit at least four educational sites outside of school. ➤ Know how to revise effectively. ➤ Develop new ways to support charities. ➤ Run a democratic process, lead and implement change across the school. ➤ Offer coaching and support to their peers. ➤ Become independent active listeners and acknowledge others, responding with empathy, understanding and convictions. 	<ul style="list-style-type: none"> ➤ Understand, identify and recognise characteristics of healthy and unhealthy relationships and sexual relationships including consent. ➤ Report and confidently challenge and views deem to be discriminatory. ➤ Know and understand the audience they are talking to and speak with fluency. ➤ Understand and reflect on differences within the community and celebrate diversity with new initiatives ➤ Practice good manners and look for coaching opportunities. 	<ul style="list-style-type: none"> ➤ Be active and understand and implement the components of a balanced diet and healthy lifestyles. ➤ Know how to manage stress, recognising and dealing with triggers. ➤ Recognise and manage risks online and offline effectively and promote how to deal with them. ➤ Be first aid trained. 	<ul style="list-style-type: none"> ➤ Actively seek their own work experience. ➤ Make informed decisions on their future. ➤ Write an outstanding personal statement. ➤ Attend workshops on interview skills. ➤ Be equipped and ready for interview. ➤ Experience financial and budgeting workshops. ➤ To develop financial literacy through the extended tutorial program and workshops.