Year 9 GCSE May Assessment Checklist Name_____

Dear Students,

Please find attached REVISION CHECKLISTS for all GCSE subjects that are having mock exams the week commencing Monday 2nd May.

All subjects that are NOT included in this list will give you a Current Attainment Level (CAL) grade based on your coursework or practical work that you have been completing in class. For example, Product Design students will be assessed on their practical work of drawing skills, coursework and practical element.

A timetable for your exams will be released after the Easter break. If there is anything else that you are unsure about then speak to your class teacher after the Easter break.

Good luck with your revision, and please come and speak to me if you have any questions or concerns.

Very best wishes,
Mr Tomasevic

Contents of this booklet (A-Z):

Year 9T GCSE Art (Miss Gibbs) May Checklist Name_____

	☺	☹
Title Page		
Pencil Drawing		
Pen Drawing		
Mono Print (x2, 1 developed with colour)		
Photography research page		
Photographer Research and Responses		
Initial Photos		
Digitally and Manually Manipulated photos		
Alicia Bock (Manipulated photography) Research and responses		
Colour Theory page (colour wheel, blending circles and warm / cold paintings)		
Matt Flint (Painting) Research and Response		
Lauren King (extended drawing from photograph) research and response		
Hennie Haworth (Mixed Media) research and responses (original drawings and digital repeat)		
Jill Ricci (Mixed Media) Research and Response with samples		
Sherrie York (Print) research		

Year 9 GCSE Art (Mr Underhill) May Checklist Name_____

	☺	☹
Title Page		
Pencil Drawing		
Pen Drawing		
Joel Penkman research with response		
William Morris and print response		
Rosemary Milner and manual response		
Rosemary Milner digital response(s)		
Colour theory page		
Silk painting with annotation		
Batik with annotation		
Hand sewing sample with annotation		
Sewing machine health and safety		
Sewing machine sample with annotation		
Stitch drawing		
Applique and reverse with annotation		
Bunting design		
Stuffed shibori with annotation		
Suffolk puffs with annotation		
Ribbon gathering with annotation		
Burning and Slashing with annotation		
Wax entrapment (tea bags and plastic bags)		

Year 9 GCSE Biology TRILOGY May Assessment Checklist Name_____

I can identify cells as being eukaryotic or prokaryotic	☺	☹	Ask!
I can state the different organelles in a prokaryotic cell			
I can describe the differences between a prokaryotic and eukaryotic cell			
I know the names and functions of the different organelles in an animal cell			
I know the names and functions of the different organelles in a plant cell			
I can describe the structure of a plant and animal cell			
I can identify the organelles that are visible using a light microscope			
I can describe the differences between a light and electron microscope			
I can calculate the magnification and actual size of an image			
I can explain how cells become specialised			
I can describe the structure and function of specialised plant and animal cells			
I can define diffusion			
I can describe the conditions which can speed up the rate of diffusion			
I can explain how cells and tissues in the body are adapted to increase the rate of diffusion			
I can state where diffusion occurs in plants			
I can define osmosis			
I can describe the effects of placing plant and animal cells into sugar solutions of different concentrations			
I can calculate the percentage of mass loss and gain in terms of osmosis			
I can define active transport			
I can describe and explain where active transport occurs in plants and animals			
I can describe the importance of active transport to organism survival			
I can compare and contrast active transport, osmosis and diffusion			
I can describe the structure of the digestive system			
I can explain how the organs in the digestive system are adapted to their function			
I can describe where amylase, protease and lipase are produced and where they function			
I can describe how the structures of plant tissues relate to their function			
I can recall the major tissues found in a plant and describe the organs of a plant			
I can describe and explain the structures and functions of root hair cells, xylem and phloem			
I can describe transpiration and the factors that affect its rate			
I can describe the process of translocation			
I can explain the structure and function of the nervous system			
I can describe the passage of a reflex action			
I can state the different organs and chemicals involved in the endocrine system			

Year 9 GCSE Biology TRILOGY May Assessment Checklist Name_____

I can compare the hormonal and nervous systems			
I can describe the roles of hormones in human reproduction			
I can describe the effect of hormones during puberty			
I can state the functions of the hormones in the menstrual cycle			
I can describe the differences between hormonal and non-hormonal contraception			
I can describe the differences between sexual and asexual reproduction			

How do I revise?

- Go through Revision sheets and fill in the blanks!
- Flash cards of key terms
- Complete past paper questions
- Multiple Choice Quizzes
- Practice drawing diagrams or graphs
- Spider diagrams for lists of information, Make up mnemonics for lists of key terms

Year 9 GCSE Biology TRIPLE May Assessment Checklist Name_____

I can identify cells as being eukaryotic or prokaryotic	☺	☹	Ask!
I can state the different organelles in a prokaryotic cell			
I can describe the differences between a prokaryotic and eukaryotic cell			
I know the names and functions of the different organelles in an animal cell			
I know the names and functions of the different organelles in a plant cell			
I can describe the structure of a plant and animal cell			
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I can describe how the structures of plant tissues relate to their function			
I can recall the major tissues found in a plant and describe the organs of a plant			
I can describe and explain the structures and functions of root hair cells, xylem and phloem			
I can describe transpiration and the factors that affect its rate			
I can describe the process of translocation			
I can describe how plant diseases can be detected and identified			
I can state examples of the various organisms that infect plants			
I can describe the deficiency conditions that can affect plants			

Year 9 GCSE Biology TRIPLE May Assessment Checklist Name_____

I can describe the physical, chemical and mechanical responses of a plant to defend themselves.			
I can explain the roles of auxin, gibberellins and ethene in controlling plant growth and in agriculture.			
I can explain the structure and function of the nervous system			
I can describe the passage of a reflex action			
I can state the different organs and chemicals involved in the endocrine system			
I can compare the hormonal and nervous systems			
I can describe the roles of hormones in human reproduction			
I can describe the effect of hormones during puberty			
I can explain the process of the menstrual cycle and describe the interactions of the different hormones			
I can describe the differences between hormonal and non-hormonal contraception			
I can explain how hormones can be used to treat infertility and describe the process of IVF			
I can describe the differences between sexual and asexual reproduction			
I can evaluate the advantages and disadvantages of sexual and asexual reproduction			
I can describe the differences between mitosis and meiosis and the importance of each of the different cell divisions			

How do I revise?

- Go through Revision sheets and fill in the blanks!
- Flash cards of key terms
- Complete past paper questions
- Multiple Choice Quizzes
- Practice drawing diagrams or graphs
- Spider diagrams for lists of information, Make up mnemonics for lists of key terms

Year 9 GCSE Business Summer Assessment Checklist Name_____

Business in the Real World	☺	☹	Ask!
1.1 The Purpose and nature of a business			
I know what a business is and the reasons for starting a business			
I can explain the difference between goods and services and give business examples			
I can identify the four factors of production – land labour capital and enterprise (CELL)			
I can explain the term opportunity cost			
I can define the three sectors; primary secondary and tertiary and give examples of types of businesses in each sector			
I understand what is meant by the term enterprise and what is meant by an entrepreneur			
I can explain characteristics and entrepreneur will possess such as hard working, innovative organised and willing to take a risk			
I can explain the objectives of an entrepreneur for starting a business including; be their own boss, flexible working hours, to pursue an interest, earn money, identify a gap in the market and dissatisfaction with current job			
Understand how a business face constant changes in the business environment such as technology, economic situation, legalisation and environmental expectations (TEEL)			
1.2 Business ownership			
I can define what a sole trader is and identify what type of businesses would use this ownership			
I give at least two advantage and two disadvantages of a sole trader ownership			
I understand who controls and manages a sole trader			
I know how the profits are shared in a sole trader ownership			
I know how a sole trader can raise finance to start the business e.g loan, own capital			
I know what type of liability a sole trader has			
I can define what a partnership is and identify what type of businesses would use this ownership			
I give at least two advantage and two disadvantages of a partnership ownership			
I understand who controls and manages a partnership			
I know how the profits are shared in a partnership ownership			
I know how a partnership can raise finance to start the business e.g loan, partners capital			
I know what type of liability a partnership has			

Year 9 GCSE Business Summer Assessment Checklist Name_____

I can define what a private limited company (ltd) is and identify what type of businesses would use this ownership			
I give at least two advantage and two disadvantages of private limited company ownership			
I understand who controls and manages a private limited company			
I know how the profits are shared in a private limited company ownership			
I know how a private limited company can raise finance to start the business e.g selling shares privately			
I know what type of liability a private limited company has			
I can define what a public limited company (plc) is and identify what type of businesses would use this ownership			
I give at least two advantage and two disadvantages of public company ownership			
I understand who controls and manages a public limited company			
I know how the profits are shared in a public limited company ownership			
I know how a public limited company can raise finance to start the business e.g selling shares publicly on the stock exchange			
I know what type of liability a public limited company has			
I can define what a not-for-profit organisation is (social enterprise)			
I can explain how a not-for –profit organisation has different objectives to other businesses			
1.3 Business objectives			
I can list and explain the main aims of a business; survival, profit maximisation, growth, market share, customer satisfaction, social and ethical objectives, shareholder value			
I can explain the role objectives have in a business			
I understand why an evolving business will set different objectives compared to a start-up business			
I understand that the success of a business can be measured in other ways than profit			
1.4 Stakeholders			
I can define the term stakeholder			
I know examples of stakeholders; owners, employees, customers, local community and suppliers			
I know the objectives for the following stakeholders; owners, employees and customers			
I understand how a business can affect the local community negatively and positively			

I understand how some stakeholders may conflict because they have different objectives from what they want from a business			
1.5 Business Location			
I understand the factors that affect a business decision to choose a location, such as; proximity to market, availability of raw materials, labour, competition and costs			
1.6 Business planning			
I can explain what a business plan is			
I can name the sections on a business plan			
I can explain the reasons why a business produces a business plan; setting up a new business, raising finance, setting objectives and detailing how functions of a business will be organised			
I can explain two benefits and drawbacks of producing a business plan			
I can define what a variable cost is and give examples			
I can define what a fixed cost is and give examples			
I can calculate revenue (selling price x units sold)			
I can calculate profit (Revenue – fixed costs and variable costs)			
1.7 Expanding a business			
I can explain the ways a business can grow; organic growth, franchising, outsourcing, merger/takeovers, e-commerce			
I can explain one advantage and disadvantage of the above growth methods			
I know what economies of scale means			
I understand how a large business has cost advantages over a small business			
I know what purchasing and technical economies of scale mean			
I know what diseconomies of scale mean			
I understand how growth can cause problems with communication, coordination and staff motivation			
I can calculate and interpret average unit costs			

How do I revise?

- Go through Revision sheets given by your teacher
- Create flash cards of key terms and spider diagrams for lists of information,
- Use BBC Bitesize Business Studies to help for testing and information

http://www.bbc.co.uk/education/guides/zrvb9j6/revision
http://www.bbc.co.uk/education/guides/zc3gkqt/revision
http://www.bbc.co.uk/education/guides/z4br87h/revision/2
http://www.bbc.co.uk/education/guides/zkc9jxs/revision
http://www.bbc.co.uk/education/guides/z9gcd2p/revision
http://www.bbc.co.uk/education/guides/z4gcd2p/revision
http://www.bbc.co.uk/education/guides/z84kq6f/revision
http://www.bbc.co.uk/education/guides/zxq2hyc/revision
http://www.bbc.co.uk/education/guides/zkr4wmn/revision

Year 9 GCSE Business Summer Assessment Checklist Name_____

CHEMISTRY

TRILOGY MAY Assessment
Revision List

Your MAY exam in Chemistry will test all of the ideas you have studied since the start of the year. Use this as a checklist to make sure you have covered all of the topics you need to revise.

Topic 1: Atomic Structure

- Atoms, elements and compounds
  Know the difference between an atom, element and compound
  Be able to recall the first 20 elements in the Periodic Table when given their name or symbol
- Word and symbol equations
  Know and identify reactants and products when given an equation
  Write word and symbol equations when given reactants and products
- Separating mixtures
  Identify the states of matter of substances in mixtures
  Describe the correct method for separating the substances
- Scientific models of the atom
  Understand and describe the different theories about the atom and the evidence that led to each theory
  Be able to predict what would happen in light of new evidence
- Subatomic particles and Isotopes
  Know the charges and masses of the subatomic particles and be able to calculate the number of them in an element
  Be able to explain what an isotope is
- Electronic structure
  Be able to draw electronic structures for atoms and ions using the Periodic Table for the first 20 elements

Topic 2: The Periodic table

- Development of the periodic table
  Know how the elements in the periodic table are arranged and what the key groups are and why they are grouped
  Be able to explain how the position of an element in the periodic table is related to the arrangement of its electrons
  Understand and describe what Mendeleev and other scientists did to develop the periodic table
- Metals and Non-metals
  Know which elements are metals and non-metals and where they are found and explain the differences between chemical and physical properties of metals and non-metals
- Group 1 and Group 0
  Be able to explain trends in properties of elements in group 1 and group 0
- Group 7
  Write word and symbol equations for halogen displacement reactions and explain how electronic structure affects reactivity

Topic 3: Bonding

- Ionic, Covalent and Metallic
  Understand the structure and bonding for the 3 types stated above
  Be able to draw dot and cross diagrams to show ionic and covalent bonding
  Be able to draw a diagram to represent metallic bonding

CHEMISTRY

Topic 4: Bonding, structure and properties

- States of matter and state symbols
  Know and recall the 3 states of matter and the 4 state symbols
  Predict changes of state at different temperatures
  Be able to explain limitations of the particle model and include appropriate state symbols in chemical equations
- Properties of ionic compounds
  Know that ionic compounds exist as giant ionic lattices
  Understand and describe the properties of ionic compounds
- Properties of small molecules
  Be able to explain properties of simple covalent compounds
- Properties of metals and alloys
  Know and recall properties and uses of metals
  Understand the structures of metals and alloys and explain why alloys are harder than pure metals
- Giant Covalent structures (Diamond)
  Recognise giant covalent structures and know that they are solids with very high melting points
  Understand and describe the structure and bonding in diamond and graphite
  Be able to explain the properties of diamond and graphite in terms of their structure and bonding
- Graphene and Fullerenes
  Know the structure of graphene and fullerenes
  Understand and describe the uses of graphene and fullerenes

Topic 5: Chemical Changes

- Metal Oxides
  Know that metals react with oxygen to produce metal oxides
  Understand what type of reactions these are and write word equations for them
  Be able to explain the reactions in terms of oxidation and reduction and write symbol equations for them
- The reactivity series
  Know what the reactivity series is
  Know that displacement reactions can take place
  Understand and recall several reactions of metals within the reactivity series with water and acids
  Be able to explain how the reactivity of the metals with water is related to the tendency of the metal to form its positive ion
  Be able to deduce an order of reactivity based on experimental results
- Extraction of metals and reduction
  Know why some metals are found native and some are found as ores
  Understand the different ways metals can be extracted
  Describe which substances are oxidised and reduced in reactions
  Be able to interpret and evaluate specific metal extraction processes
  Be able to write symbol equations for different processes
  Be able to interpret and evaluate the following processes; extracting iron in the blast furnace and various copper extraction methods
- Oxidation and reduction in terms of electrons
  Know what oxidation and reduction are in terms of electrons
  Be able to write ionic equations for displacement reactions
  Be able to identify in a given reaction, equation of half equation which species are oxidised and reduced

CHEMISTRY

Topic 6: Reactions of Acids

- Reactions of acids with metals
  Know that acids react with metals to produce salts and hydrogen
  Be able to name salts formed
  Be able to test for hydrogen
  (HT ONLY) - Understand which species are oxidised and reduced in chemical equations
  Be able to explain in terms of electrons that these are redox reactions
- The pH scale and neutralisation
  Know what the pH scale is
  Understand which ions make something acidic and alkaline
  Be able to carry our an experiment to show whether substances are acidic or alkaline
- Neutralisation of acids and salt production
  Know how acids can be neutralised and what they form
  Know the difference between alkalis and bases
  Understand that the salt produced is dependent on the acid and metal used
  Be able to predict products from given reactants and write formulae of salts
  Be able to write word and symbol equations for reactions
- Soluble Salts
  Know what soluble salts are and how they can be made
  Describe how to make pure, dry samples of named soluble salts
  Be able to carry out an experiment to prepare a pure, dry sample of a soluble salt form an insoluble oxide or carbonate
- Strong and Weak acids (HT ONLY)
  Know what ion acids produce in aqueous solutions
  Describe the difference between strong and weak acids and give examples
  Explain the difference between dilute and concentrated
  Explain the neutrality and relative acidity in terms of the effect of hydrogen ion concentration and the numerical value of pH

CHEMISTRY
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  Identify the states of matter of substances in mixtures
  Describe the correct method for separating the substances
- Scientific models of the atom
  Understand and describe the different theories about the atom and the evidence that led to each theory
  Be able to predict what would happen in light of new evidence
- Subatomic particles and Isotopes
  Know the charges and masses of the subatomic particles and be able to calculate the number of them in an element
  Be able to explain what an isotope is
- Electronic structure
  Be able to draw electronic structures for atoms and ions using the Periodic Table for the first 20 elements

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  Know how the elements in the periodic table are arranged and what the key groups are and why they are grouped
  Be able to explain how the position of an element in the periodic table is related to the arrangement of its electrons
  Understand and describe what Mendeleev and other scientists did to develop the periodic table
- Metals and Non-metals
  Know which elements are metals and non-metals and where they are found and explain the differences between chemical and physical properties of metals and non-metals
- Group 1 and Group 0
  Be able to explain trends in properties of elements in group 1 and group 0
- Group 7
  Write word and symbol equations for halogen displacement reactions and explain how electronic structure affects reactivity
- Transition metals
  Know examples of transition metals and compare their properties to alkali metals

Topic 3: Chemical Bonding

- Ionic, Covalent and Metallic
  Understand the structure and bonding for the 3 types stated above
  Be able to draw dot and cross diagrams to show ionic and covalent bonding
  Be able to draw a diagram to represent metallic bonding

CHEMISTRY

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  Know and recall properties and uses of metals
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  Recognise giant covalent structures and know that they are solids with very high melting points
  Understand and describe the structure and bonding in diamond and graphite
  Be able to explain the properties of diamond and graphite in terms of their structure and bonding
- Graphene and Fullerenes
  Know the structure of graphene and fullerenes
  Understand and describe the uses of graphene and fullerenes
- Size of nanoparticles, their properties and uses
  To be able to define nanoscience
  To be able to describe the advantages and disadvantages of nanoscience
  To be able to evaluate the potential benefits and risks of nanotechnology

Topic 5: Chemical Changes

- Metal Oxides
  Know that metals react with oxygen to produce metal oxides
  Understand what type of reactions these are and write word equations for them
  Be able to explain the reactions in terms of oxidation and reduction and write symbol equations for them
- The reactivity series
  Know what the reactivity series is
  Know that displacement reactions can take place
  Understand and recall several reactions of metals within the reactivity series with water and acids
  Be able to explain how the reactivity of the metals with water is related to the tendency of the metal to form its positive ion
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- Extraction of metals and reduction
  Know why some metals are found native and some are found as ores
  Understand the different ways metals can be extracted
  Describe which substances are oxidised and reduced in reactions
  Be able to interpret and evaluate specific metal extraction processes
  Be able to write symbol equations for different processes
  Be able to interpret and evaluate the following processes; extracting iron in the blast furnace and various copper extraction methods
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CHEMISTRY

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- Reactions of acids with metals
  Know that acids react with metals to produce salts and hydrogen
  Be able to name salts formed
  Be able to test for hydrogen
  HT ONLY - Understand which species are oxidised and reduced in chemical equations
  Be able to explain in terms of electrons that these are redox reactions
- The pH scale and neutralisation
  Know what the pH scale is
  Understand which ions make something acidic and alkaline
  Be able to carry our an experiment to show whether substances are acidic or alkaline
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  Know the difference between alkalis and bases
  Understand that the salt produced is dependent on the acid and metal used
  Be able to predict products from given reactants and write formulae of salts
  Be able to write word and symbol equations for reactions
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  Know what soluble salts are and how they can be made
  Describe how to make pure, dry samples of named soluble salts
  Be able to carry out an experiment to prepare a pure, dry sample of a soluble salt form an insoluble oxide or carbonate
- Strong and Weak acids (HT ONLY)
  Know what ion acids produce in aqueous solutions
  Describe the difference between strong and weak acids and give examples
  Explain the difference between dilute and concentrated
  Explain the neutrality and relative acidity in terms of the effect of hydrogen ion concentration and the numerical value of pH

Computer Science

Systems architecture

You should have studied the following:

- The purpose of the CPU
- Von Neumann architecture:
    - MAR (Memory Address Register)
    - MDR (Memory Data Register)
    - Program Counter
    - Accumulator
- Common CPU components and their function:
    - ALU (Arithmetic Logic Unit)
    - CU (Control Unit)
    - Cache
- The function of the CPU as fetch and execute instructions stored in memory
- How common characteristics of CPUs affect their performance:
    - clock speed
    - cache size
    - number of cores
- Embedded systems:
    - purpose of embedded systems
    - examples of embedded systems

Memory

You should have studied the following:

- The difference between RAM and ROM
- The purpose of ROM in a computer system
- The purpose of RAM in a computer system
- The need for virtual memory
- Flash memory

Storage

You should have studied the following:

- the need for secondary storage
- common types of storage:

    - optical
    - magnetic
    - solid state
- suitable storage devices and storage media for a given application, and the advantages and disadvantages of these, using characteristics:
    - capacity
    - speed
    - portability
    - durability
    - reliability
    - cost.

Translators and facilities of languages

You should have studied the following:

- characteristics and purpose of different levels of programming language, including low level languages
- the purpose of translators
- the characteristics of an assembler, a compiler and an interpreter

Data representation

You should have studied the following:

Units

- bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte, petabyte
- how data needs to be converted into a binary format to be processed by a computer.

Numbers

- how to convert positive denary whole numbers (0–255) into 8 bit binary numbers and vice versa
- how to add two 8 bit binary integers and explain overflow errors which may occur
- binary shifts
- how to convert positive denary whole numbers (0–255) into 2 digit hexadecimal numbers and vice versa
- how to convert from binary to hexadecimal equivalents and vice versa
- check digits.

Computational Logic

You should have studied the following:

- why data is represented in computer systems in binary form
- simple logic diagrams using the operations AND, OR and NOT
- truth tables
- combining Boolean operators using AND, OR and NOT to two levels
- applying logical operators in appropriate truth tables to solve problems

Characters

- the use of binary codes to represent characters
- the term 'character-set'
- the relationship between the number of bits per character in a character set and the number of characters which can be represented (for example ASCII, extended ASCII and Unicode).

Images

- how an image is represented as a series of pixels represented in binary
- metadata included in the file
- the effect of colour depth and resolution on the size of an image file.

Sound

- how sound can be sampled and stored in digital form
- how sampling intervals and other factors affect the size of a sound file and the quality of its playback:
    - sample size
    - bit rate
    - sampling frequency.

Compression

- need for compression
- types of compression:
    - lossy
    - lossless

Systems software

You should have studied the following:

- the purpose and functionality of systems software

- operating systems:
    - user interface
    - memory management/ multitasking
    - peripheral management and drivers
    - user management
    - file management
- utility system software:
    - encryption software
    - defragmentation
    - data compression
    - the role and methods of backup:
        - full incremental

System security

You should have studied the following:

- forms of attack
- threats posed to networks:
    - malware
    - phishing
    - people as the 'weak point' in secure systems (social engineering)
    - brute force attacks
    - denial of service attacks
    - data interception and theft
    - the concept of SQL injection
    - poor network policy
- Identifying and preventing vulnerabilities:
    - penetration testing
    - network forensics
    - network policies
    - anti-malware software
    - firewalls
    - user access levels
    - passwords
    - encryption

Year 9 GCSE Drama May Assessment Checklist Name_____

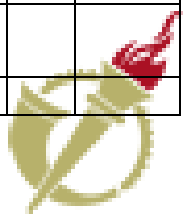
	☺	☹	Ask!
I know the different roles in the theatre and what these jobs entail (Refer			
I can identify different staging positions (centre stage, stage right, stage left, upstage left, upstage right, downstage left, downstage right, upstage and downstage)			
I can identify the following staging types and the pros and cons of these- Traverse, proscenium, end-on, thrust and in the round.			
I know the definitions of the following terms linked to voice: Tone, pitch, pace, volume and pause.			
I know the definitions of the following terms linked to movement: Posture, gestures, body language and facial expressions.			
I know the definitions of the following Drama techniques: Still image, thought tracking, split scene, space, levels, narration, hot seating and physical theatre.			
I understand what is meant by 'description' and am able to describe a scene in precise detail.			
I am able to talk about the effect of my choices on an audience.			
I am able to write in a PEEL paragraph to answer exam questions based on 'The Curious Incident of the Dog in the Night- Time'			
I know the plot of 'The Curious Incident of the Dog in the Night- Time'			
I know the names and roles of the key characters in 'The Curious Incident of the dog in the Night-Time. This includes; Christopher, Ed, Siobhan and Judy.			
I can describe and explain how the actor playing Christopher could use his acting skills to make it clear to the audience that he suffers from autism			
Aiming Higher	☺	☹	Ask!
I can link physical theatre to the theatre practitioners Frantic Assembly.			
I know the difference between naturalism and non- naturalism.			
I know the definitions of more advanced vocabulary such as: Proxemics, contrast juxtaposition, stylised, unison, canon, semiotics, dialogue, Improvisation.			
I understand how to create an atmosphere on stage using lighting, sound and drama techniques.			

How do I revise?

- Go through Revision sheets and books!
- Flash cards of key terms.
- Look through feedback from previous written work and complete development tasks, or re-right sections of your answer.
- Spider diagrams for lists of information, Make up mnemonics for lists of key terms.
- Read the play and remind yourself of key scenes.

Year 9 GCSE ECONOMICS May Assessment Checklist Name_____

	☺	☹	Ask!
Explain the role of the main economic groups: consumers, producers and the government, including their interdependence			
Explain the factors of production: land, labour, capital and enterprise, including how they might be combined			
Explain what is meant by scarce resources and unlimited wants			
Explain the economic problem, including the questions of how resources should be allocated, what, for whom and how goods and services should be produced			
Explain what is meant by opportunity cost			
Evaluate the costs and benefits of economic choices, including the impact on economic, social and environmental sustainability			
Explain what is meant by a market			
Explain the features of the primary, secondary and tertiary sectors, including the difference between the production of products and services			
Explain the difference between factor and product markets, including their interdependence			
Evaluate the costs and benefits of specialisation and exchange in markets including for producers, workers, regions and countries			
Explain what is meant by demand			
Draw and explain a demand curve using data, including individual and market demand			
Draw shifts of, and movements along, the demand curve			
Analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the demand curve			
Explain price elasticity of demand			
Draw demand curves of different elasticity			
Evaluate the importance of price elasticity of demand for consumers and producers			
Explain what is meant by supply			
Draw and explain a supply curve using data, including individual and market supply			
Draw shifts of, and movements along, the supply curve			
Analyse the causes and consequences for consumers and producers, of shifts of, and movements along, the supply curve			
Explain price elasticity of supply			
Draw supply curves of different elasticity			
Evaluate the importance of price elasticity of supply for consumers and producers			
Explain price as a reflection of worth and its role in determining an efficient distribution of resources			
Explain what is meant by equilibrium price and quantity			
Draw and analyse the interaction of demand and supply			
Explain the role of markets in the determination of price and the allocation of resources			
Analyse how the market forces of demand and supply affect equilibrium price and quantity			
Explain competition between producers in a market economy, including the reasons why producers compete			
Analyse how competition affects price			
Evaluate the economic impact of competition on producers and consumers			
Explain the meaning of monopoly and oligopoly and how they differ from competitive markets			
Explain the role of producers, including individuals, firms and the government			
Evaluate the importance of production and productivity for the economy			
Calculate and explain total cost, average cost, total revenue, average revenue, profit and loss			
Evaluate the importance of cost, revenue, profit and loss for producers, including how costs and revenues affect profit and supply			
explain what is meant by economies of scale			



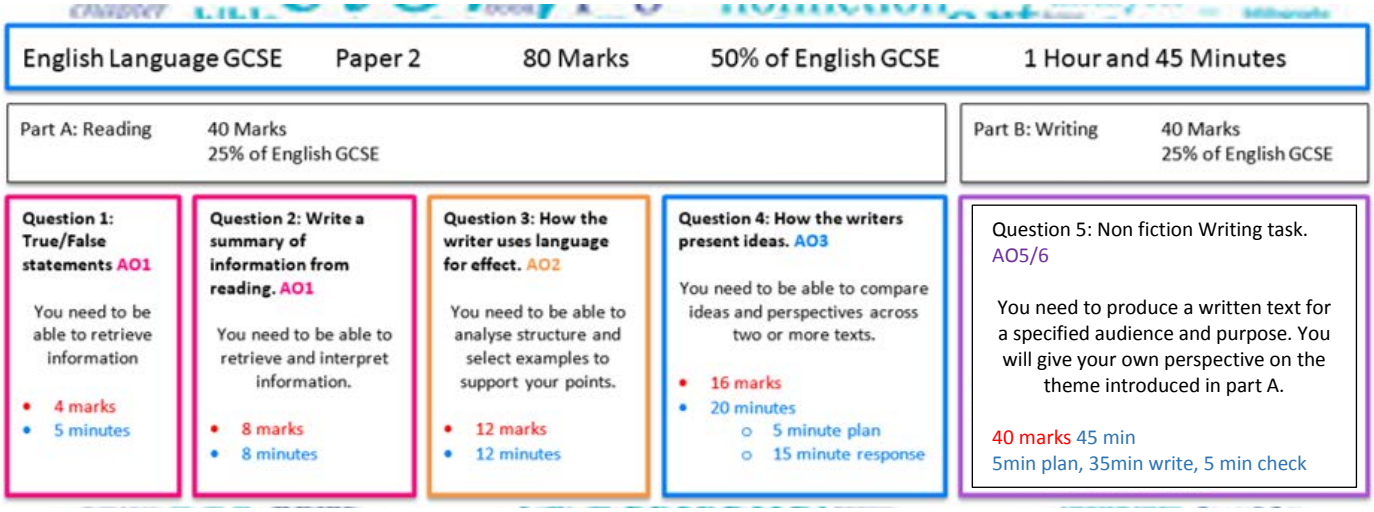
Year 9 GCSE ECONOMICS May Assessment Checklist Name_____

	☺	☹	Ask!
Explain the role and operation of the labour market, including the interaction between workers and employers			
Analyse the determination of wages through supply and demand, including factors affecting the supply and demand of labour			
Explain and calculate gross and net pay, including deductions through income tax, national insurance and pension contributions			
Explain the role of money as a medium of exchange			
Explain the role of the financial sector for the economy, including financial institutions such as banks, building societies and insurance companies			
Evaluate the importance of the financial sector for consumers, producers and government			
Analyse how different interest rates affect the levels of saving, borrowing and investment calculate the effect on savings and borrowings of changes in the rate of interest			

How do I revise?

- Go through Revision sheets and fill in the blanks!
- Flash cards of key terms
- Practise drawing diagrams or graphs
- Spider diagrams for lists of information, Make up mnemonics for lists of key terms

Year 9 GCSE English Language Paper 2 Assessment Checklist Name_____



	☺	☹	Ask!
I can confidently read and understand texts			
I can identify key ideas in a text			
I know what the writers intentions/ opinions are on the topic			
I can select and explain relevant quotations			
I can recognise, find and explain language devices			
I can explain in detail why writers' use language devices			
I can explain the effect of structural features (introductions, conclusions, change of perspective, order of events)			
I can explain in detail the effect a text may have on the reader			
I can provide different interpretations about what a writer may have intended to mean/ communicate with the reader			
I can make a personal judgement about a text			
I am able to plan and write about my own opinions of a text, using evidence to support this.			
I can explain how a writer has successfully created impressions about a character, relationship, theme or setting			
I can plan effectively to make sure my ideas are communicated effectively			
I can write engaging openings and endings			
I can use language devices and imagery for effect			
I can use a range of vocabulary to create specific meanings			
I can use a range of punctuation to create effects, including colon, semi-colon and dashes			
I can use a range of sentence structures in my writing (minor, simple, compound, complex)			
I can start sentences in a variety of ways			

How do I revise?

- Flash cards for key terminology.
- Practice your reading by reading a newspaper article and pick out language features evidence to show the point of view of the writer.
- Practice writing by writing a letter to your local MP on a topic you feel passionate about.
- Ask your teacher for a practice exam paper.

Year 9 GCSE Food Preparation and Nutrition May Assessment Checklist

Name_____

	☺	☹	Ask!
What is food spoilage and safe storage of food			
Sources of food contamination/cross contamination			
Food preservation and food waste			
Types of packaging and food labelling			
Reasons for using packaging and the varieties of food packaging			
Recycling food packaging			
Food provenance			
Food miles, carbon footprint , ways to reduce food miles			
The Sustainability of food			
Food waste: the impact of food waste, ways to reduce food waste, food poverty , food security			
Why do we need protein, HBV, LBV			
Amino acids, how much protein do we need, complimentary protein			
What are Cereals?			
Wheat			
Bread and the science of bread making			
Pasta- the process of making pasta, how to cook and store pasta			
Different breakfast cereals- the uses of cereal crops to make breakfast cereals and how to store cereal products			
Rice- how rice is grown and harvested			
The primary processing of rice and different types of rice available			
Maize, oats, barley, rye and other grains			
Preventing food poisoning in cereals			
Eggs and the functions of eggs			

How do I revise?

- Go through Revision sheets and fill in the blanks!
- Flash cards of key terms
- Practise drawing diagrams or graphs
- Spider diagrams for lists of information, Make up mnemonics for lists of key terms

Year 9 GCSE French May Assessment Checklist Name_____

	☺	☹	Ask!
Vocab: Ma Famille – family members and how we get on			
Vocab: Adjectives – Describing physical appearance and character			
Vocab: En ville – Places in a town, prepositions			
Vocab: Time Phrases			
Vocab: L'amitié – Personality traits and descriptions			
Vocab: Une sortie – Describing going out (activities, common verbs and opinions)			
Vocab: Mon enfance – common verbs in the *imperfect tense*			
Vocab: Une personne que j'admire – Descriptions in more detail			
Vocab : Le sport – Sports, hobbies and activities, links to personality, positives and negatives			
Vocab : La musique – instruments, genres of music, opinions			
Vocab : Films et télé – Types of film/show, how we watch TV, technology and the positives and negatives, describing shows/films/stars			
Vocab: Ma vie d'internaute – The internet (activities and trends)			
Vocab : La lecture – Types of book, magazines etc. introducing opinions in different ways			
Vocab: High frequency words – time expressions, adverbs of frequency, connectives expressions of quantity			
Vocab: Opinions and justifications			
Grammar: Regular present tense verbs –er, -ir, -re			
Grammar: The verb faire			
Grammar: The verb aller			
Grammar: The verb avoir			
Grammar: The verb être			
Grammar: Opinions and infinitives			
Grammar: The near future tense (aller + infinitives)			
Grammar: The perfect tense with avoir			
Grammar: The perfect tense with être			
Grammar: The imperfect tense			
Grammar: Negative expressions (ne … pas, ne … jamais, ne … que, ne … personne)			
Grammar : Adjectival agreements			
Grammar : Direct Object Pronouns			

How do I revise?

- Use Active Learn (pearsonactivelearn.com) – all activities from Modules 1 & 2
- Revise corrections and extended writing
- Quizlet for vocab! (search for user ToothillMrAdams)
- Languagesonline for grammar practice, attend boosters, attempt practice writing tasks

Geography Revision Checklist – Year 9 November Assessment

Topic: Sustainable urban living	☺	☹	Ask!
I can define urbanisation			
I can explain why urbanisation is different in rich and poor countries			
I can describe how urbanisation happened in rich countries			
I can define term megacity			
I can explain why megacities are growing quickly			
I can define a sustainable city			
I can explain how cities have tried to save water and energy			
I can explain how cities have created green spaces and disposed of waste safely			
I can define traffic congestion			
I can explain the problems and solutions to traffic congestion using an example			
I can explain how Curitiba is sustainable			
Topic: The urban world	☺	☹	Ask!
I can describe why Rio is an important city			
I can assess the opportunities and challenges that living in Rio can bring			
I can recognise the problems of living in favelas/slums/squatter settlements			
I can describe the problems and living in squatter settlements and how these can be overcome			
I can explain the problems caused by a rapidly rising population like crime and pollution			
Topic: Ecosystems	☺	☹	Ask!
I can describe the distribution of ecosystems using a map			
I can recognise the features of the tropical rainforest climate			
I can describe and explain the features of the vegetation from photographs and how they are adapted to their climate			
I can describe how the rainforest can be sustainably managed including a range of techniques			
I can recognise the good and negatives points of different sustainable management techniques			

Topic: Coasts	☺	☹	Ask!
Explain the processes of weathering – mechanical and weathering			
Describe what mass movement is, how it works and the different types (slides, slumps, rockfalls)			
Explain how the different types of erosion work – hydraulic power, abrasion & attrition			
Describe the features of different waves – constructive and destructive			
For each of the landforms below can you recognise it form a photograph, describe its characteristics and explain its formation: Cliffs, Wave-cut platforms Headlands and bays, Caves, arches, stump, stacks			
Explain how the sea transports material – traction, saltation, suspension, solution			
Draw a diagram to show how longshore drift works and explain how it works			
Define deposition and explain how it occurs			
For each of the landforms below can you recognise it form a photograph, describe its characteristics and explain its formation: Beaches, Spits, Bars, Sand dunes			
Make sure you can identify the following from maps: Caves, arches, stacks, stumps Cliff and wave-cut platforms Beaches Spits			
For an example you have studied – this is one coastline like on the Dorset coast make sure you can make the landforms			
Define hard and soft engineering			
For each sea defence (see the table on page 44) make sure you can say what it is and explain the benefits and costs			
Explain what managed retreat is			
For an example you have studied – this is one coastline like on the Holderness coast make sure you say why the coastline is retreating, how they protect it and why there was still some conflict			
Topic: Economic futures in the UK	☺	☹	Ask!
Explain why Toyota moved to the UK			
Describe the impacts of Toyota's new factory			
Describe the features of Cambridge Science park			
Explain why the number of science parks is increasing			
Describe the problems caused by industrial development - water & air pollution & waste disposal			
Explain how Quorum Business Park in Newcastle is sustainable			
Suggest reasons why people leave or move from the countryside			
Describe the impacts of counter-urbanisation			
Summarise the arguments for and against a large infrastructure project in the UK – Heathrow or HS2			

Year 9 GCSE German May Assessment Checklist Name_____

	☺	☹	Ask!
Vocab: School subjects			
Vocab: Colours and clothes			
Vocab: School items and the new school year			
Vocab: The school day			
Vocab: Question words			
Vocab: School rules			
Vocab: School trips			
Vocab: The German school system			
Vocab : Celebrating success in schools			
Vocab : Leisure activities and sport			
Vocab : Musical instruments			
Vocab: Books and reading			
Vocab : Music – types, styles, and opinions			
Vocab: Films and TV – types, how to watch, describing TV&film and stars			
Vocab: Festivals and special occasions			
Vocab: High frequency verbs			
Grammar: The verb sein			
Grammar: The verb gehen			
Grammar: The verb haben			
Grammar: Modal verbs (müssen, därfen, können)			
Grammar: Using weil and den with opinions			
Grammar: The future tense			
Grammar: The perfect tense with haben			
Grammar: The perfect tense with sein			
Grammar: The perfect tense of irregular verbs			
Grammar: Opinions with lieber, gern and am liebsten			
Grammar : Plurals			
Grammar : The conditional tense			

How do I revise?

- Use Active Learn (pearsonactivelearn.com) – all activities from Modules 1 & 2
- Revise corrections and extended writing
- Quizlet for vocab! (search for user ToothillGerman)
- Languagesonline for grammar practice, attend boosters, attempt practice writing tasks

Year 9 GCSE HISTORY May Assessment Checklist Name_____

	☺	☹	Ask!
Norman England: The Claimants: Edgar de Atheling, William of Normandy, Harold Godwinson, Harald Hardraada			
Norman England: The battles and their outcomes: Battle of Stamford Bridge, Fulford Gate and Hastings. Thin about: preparation, tactics and outcome.			
Norman England: Establishing control: the use of the Feudal system, land and the building of castles and destruction of rebellions.			
Norman England: Law and Order: The different courts: Kings, Manorial etc, trial by fire, battle etc. Change and continuity with Saxon Law.			
Norman England: Village and Town life. Change and continuity with Saxon			
Norman England: Religion and the relationship with the Pope and Archbishops.			
Norman England: Monasteries and Monastic reform, the Cluniac monasteries and the work of Archbishop Anselm.			
Norman England: language and education, the use of Latin and French, the rise of Grammar schools and universities. Key reforms.			
Medicine: Health and the People: MEDIEVAL treatments, healers. You need to know about: the 4 humours, belies about disease. Use of astrology and urine charts.			
Medicine: Health and the People: MEDIEVAL You need to know about: Surgery; barber surgeons, how they were trained, what types of surgery and the problems with surgery.			
Medicine: Health and the People: RENAISSANCE Hospitals and the work of John Hunter			
Medicine: Health and the People: MEDIEVAL AND RENAISSANCE The Plague and the Black Death: causes, treatments and impact.			
Medicine: Health and the People: Factors: the impact of religion on medicine in the Medieval and Renaissance period.			
Medicine: Health and the People: Factors: the impact of government on medicine in the Medieval and Renaissance period.			
Medicine: Health and the People: Factors: the impact of science and technology in the Medieval and Renaissance period.			
Medicine: Health and the People: Factors: the impact of individuals in the Medieval and Renaissance period.			
Exam Skills: **Explain Questions:** • 'Explain the significance…' • 'Write an account…' • Compare two events how are they similar. • 'Explain what was important about…'			
Exam Skills: **Source Questions:** • How useful is this source to an historian studying…			
Exam Skills: **Interpretation Questions:** How convincing is Extract …			
Exam Skills: **Factors Questions:** For this you need to know how to balance and compare factors and write a conclusion.			

How do I revise?

- Go through Revision sheets and fill in the blanks!
- Flash cards of key terms
- Practise drawing diagrams or graphs
- Spider diagrams for lists of information, Make up mnemonics for lists of key terms

Year 9 GCSE HISTORY May Assessment Checklist Name_____

Year 9 Law May Assessment Checklist Name_____

Know the difference between right and responsibility	☺	☹	Ask!
I Can give a definition of legal right, legal responsibility, moral right, moral responsibility, political right and political responsibility			
I can give an example of all of the above			
I know the age of criminal responsibility			
I know the case of Jamie Bulger			
I can understand the influence of the Jamie Bulger case on setting the age of criminal responsibility in the UK			
I can recognise the differing views of raising and lowering the age of criminal responsibility			
I can understand the feudal system			
I know the four main reasons that lead to the barons thinking King John was a bad king			
I understand why the barons rebelled against their king			
I know the reasons that lead to the Magna Carta being signed			
I know the date of which the Magna Carta was signed			
I can analyse the significance of the Magna Carta today			
I can give reasons for or against the significance of the Magna Carta today			
I know what the rule of law is			
I understand why it is important that we have a rule of law in a democratic society			
I can apply the rule of law to modern Britain			
I know what a human right is			
I understand that our human rights are protected by the Human Rights Act			
I know the relevance of the Universal Declaration of Human Rights			
I can define a limited right			
I can define an absolute right			
I can define a qualified right			
I know specific articles from the Human Rights Act			
I know the importance of the articles from the Human Rights Act			
I know the difference between the Human Rights Act and The Universal Declaration on the Rights of a Child			
I can understand that human rights are different to children's rights			
I have practiced an 8 mark question and know that I must give an introduction, two points for, two points against and a conclusion			
I know the police powers to stop and search and the sections of the Police and Criminal Evidence Act that are relevant			
I know the police powers to arrest and the relevant sections of PACE			
I know police powers to detain an individual and the relevant section of PACE			
I can define and explain the necessity test			
I can explain the role and qualifications of judges			
I know the names of the six different types of judges			

Year 9 Law May Assessment Checklist Name_____

I understand what a barrister is and can explain their role			
I understand what a solicitor is and can explain their role			
I understand the hierarchy of the criminal courts			
I can explain the roles of the different legal professionals within court			
I can analyse the effectiveness of the legal professions			
I can draw criticisms about the legal professions and give reasons for my criticisms			

How do I revise?

- Go through Revision booklet and complete the tasks (available on Insight and was given out in the lesson)
- Flash cards of key terms
- Practice writing 8 mark questions with arguments for and against
- Spider diagrams for lists of information, Make up mnemonics for lists of key terms

Year 9 Maths FOUNDATION May Assessment Checklist Name_____

GEOMETRY	☺	☹	Ask!
I can calculate area and perimeter of: • Rectangles • Triangles • Parallelograms • Trapeziums • Compound shapes			
I can find the area and circumference of circles and leave my results in exact form			
Construct triangles angle bisector perpendicular bisector			
I can find the surface area of prisms			
I understand loci and how to construct them			
I can identify, name and draw nets of common 3D shapes			
I understand the terms: • faces • edges • vertices			
I can draw and use plans and elevations of 3D shapes.			
I can carry out isometric drawings			
I know angle sums for: • at a point • on a straight line • in a triangle • in a quadrilateral • vertically opposite angles • EXT angles in parallel lines • EXT angles in polygons (interior + exterior) and can use these to calculate missing angles			
I can identify, name or draw parts of circles: • centre, • radius, • chord, • diameter, • circumference,			
I know the points on a compass and can use 3 figure bearings to specify direction/mark given points on a diagram.			
NUMBER			
I can use basic methods of calculation for • Adding, subtracting and dividing whole numbers. • Multiplying decimal places (1dp) .			
I understand how to use BIDMAS and the order of operations.			
I understand the effects of multiplying and dividing by a number between 0 and 1			
I can use rounding to 1 significant figure to estimate answers to calculations			
I understand place value and can order a given set of numbers			
I can use a calculator for calculations involving +,÷,- , square root and square			
I can write a number as the product of prime factors and use this to find: • HCF and LCM of two numbers, • The root of a number			
I can use the laws of indices to manipulate and simplify expressions			
I can simplify and complete operations with fractions (including mixed numbers)			
I can calculate fractions of amounts			
I can convert terminating decimals to fractions, and recognise recurring decimals as fractions			
I can calculate simple percentages and use percentages to compare values			

Year 9 Maths FOUNDATION May Assessment Checklist Name_____

I understand how to use multipliers to increase and decrease by a percentage			
I can answer simple interest problems			
I recognise equivalent percentages, fractions and decimals and can convert between them.			
EXTENSION I can distinguish between terminating and recurring decimals by their denominators			
PROBABILITY			
I can use the probability scale and evaluate probabilities			
I can read and complete two – way tables and frequency trees to find probabilities			
I know that the probabilities of all possible outcomes sum to 1			
ALGEBRA			
I can substitute values into and equation and plot the resulting coordinates on an axis			
I know that the equation of a straight line is y = mx + c, m is the gradient, c is the y-intercept			
I can generate sequence from rules and nth term			
I understand how to find the nth term for linear sequences			
I can recognise patterns in and generate terms for a quadratic sequence			
I recognise sequences of triangular, square and cube numbers, and can identify Fibonacci sequences.			
I can form and solve equations with: • One step • Two steps • Unknowns both sides.			

How do I revise?

- Flash cards of key terms
- Practice drawing diagrams or graphs
- Spider diagrams for lists of information, Make up mnemonics for lists of key terms

Useful Mathwatch clips:

GEOMETRY

53 –Area of Rectangle,
54 – Area of Triangle,
55 – Area of Parallelogram,
56 - Area of Trapezium,
114 – Surface Area,
117 - Area of Circle

Plans and Elevations
51

Angles
13, 45, 121, 124
EXT
116, 120, 123, 149

NUMBER

17, 18, 19, 20 – Basic calculation,
31, 32 – Rounding with decimals,
66, 67 – Multiplying and dividing with decimals,
75 – BIDMAS,
90 – Significant figures,
91 – Estimating

HCF and LCM
28, 78, 79, 80, 81, 82
EXT 83

Fractions, Decimals and Percentages
25, 26, 70, 71, 72, 73, 74, 84, 85, 86, 87
EXT 110, 111

PROBABILITY

14 – Probability Scale,
57 - Frequency trees,
59, 60 – Calculating probability and mutually exclusive outcomes,
61 – Two-way tables,
125 – Experimental probability

ALGEBRA

95 – Substitution,
96 – Straight line graphs,
97 – Gradients,
8 – Coordinates

Sequences
37, 95, 102, 103, 104
EXT 141

Solving Equations
36, 135, 137

Year 9 Maths HIGHER May Assessment Checklist Name_____

Geometry	☺	☹	Ask!
I can calculate area and perimeter of: • Rectangles • Triangles • Parallelograms • Trapeziums • Compound shapes			
I can find the area and circumference of circles and leave my results in exact form			
I can find the volume and surface area of prisms and 3D shapes			
I understand loci and how to construct them			
I understand the links between scale factor, area factor and volume factor and can use them to calculate values for similar shapes			
I can find: • the area of a sector • the length of an arc • a missing angle in a sector by working backwards			
I can identify, name and draw nets of common 3D shapes			
I understand the terms: • faces • edges • vertices			
I can draw and use plans and elevations of 3D shapes.			
I can carry out isometric drawings and use these to analyse 3D shapes.			
I know angle sums for: • at a point • on a straight line • in a triangle • in a quadrilateral • vertically opposite angles • angles in parallel lines • angles in polygons (interior + exterior) and can use these to calculate missing angles			
I can identify, name or draw parts of circles: • centre, • radius, • chord, • diameter, • circumference, • tangent, • arc, • sector • and segment			
I know the points on a compass and can use 3 figure bearings to specify direction/mark given points on a diagram.			
I can calculate the return/other bearings given the original bearing using angles in parallel lines			
NUMBER			
I can use basic methods of calculation for adding, subtracting, dividing and multiplying decimals.			
I understand how to use BIDMAS and the order of operations.			
I understand the effects of multiplying and dividing by numbers between 0 and 1			
I can use upper and lower bounds to solve problems			
I can use rounding to 1 significant figure to estimate answers to calculations			
I can use a calculator for calculations involving +,÷,- , square root and square			
I can write a number as the product of prime factors and use this to find: • HCF and LCM of two or more numbers, • The root of a number			
I can estimate the values of powers or routes.			

Year 9 Maths HIGHER May Assessment Checklist Name_____

I can use the laws of indices (including fractional and negative indices) to manipulate and simplify expressions			
I can simplify expressions involving surds, use rules of surds and rationalise the denominator.			
I can simplify and complete operations with fractions (including mixed numbers)			
I can calculate fractions of amounts			
I can convert terminating decimals to fractions, and recognise recurring decimals as fractions			
I can calculate simple percentages and use percentages to compare values			
I understand how to use multipliers to increase and decrease by a percentage			
I can calculate simple and compound interest			
I recognise equivalent percentages, fractions and decimals and can convert between them.			
I can distinguish between terminating and recurring decimals by their denominators			
EXTENSION I can convert recurring decimals into fractions			
PROBABILITY			
I can read and complete two – way tables and frequency trees to find probabilities			
I can evaluate probabilities and use relative frequency. I can use probability trees.			
I understand Venn Diagrams and can shade different sections, I understand set notation			
I know that the probabilities of all possible outcomes sum to 1			
ALGEBRA			
I can substitute values into and equation and plot the resulting coordinates on an axis			
I know that the equation of a straight line is y = mx + c, m is the gradient, c is the y-intercept			
I understand that perpendicular gradients are negative reciprocals			
I can find the equation of a line parallel or perpendicular to another line, given the equation of that line and a point on the line.			
I can generate sequence from rules and nth term			
I understand how to find the nth term for linear and quadratic sequences			
I recognise special sequences such as Fibonacci and geometric sequences and can continue them.			
I recognise sequences of triangular, square and cube numbers.			
I can form and solve equations with: • Unknowns on both sides, • Brackets and fractional or negative solutions, • Algebraic fractions			
I can solve quadratic equations by factorising			
I can solve linear simultaneous equations			
I can solve linear inequalities and represent the solution on a number line.			

How do I revise?

- Flash cards of key terms
- Practice drawing diagrams or graphs
- Spider diagrams for lists of information, Make up mnemonics for lists of key terms

Useful Mathwatch clips:

GEOMETRY
53, 54, 55, 56 –Area of Rectangles, triangles, parallelograms and trapeziums
114 – Surface Area,
117 - Area of Circle,
167 – Sectors,
171 – Cone,
200 – Similarity
51 – Plans and elevations

Angles
116, 120, 121, 123, 124, 149
EXT 183, 184

NUMBER
17, 18, 19, 20 – Basic calculation,
31, 32 – Rounding with decimals,
66, 67 – Multiplying and dividing with decimals,
75 – BIDMAS,
90 – Significant figures,
91 – Estimating,
132 – Bounds

HCF, LCM, Indices and Surds
78, 79, 80, 81, 82, 83
EXT 154, 188

Fractions, Decimals and Percentages
70, 71, 72, 73, 74, 84, 85, 86, 87, 108, 109, 110, 111
EXT 177, 206, 207

PROBABILITY
14 – Probability Scale,
57 - Frequency trees,
59, 60 – Calculating probability and mutually exclusive outcomes,
61 – Two-way tables,
125 – Experimental probability,
127 – Venn Diagrams

ALGEBRA
95 – Substitution,
96 – Straight line graphs,
97 – Gradients,
8 – Coordinates

Sequences
37, 95, 102, 103, 104, 141
EXT 163, 213

Solving Equations
36, 135, 137, 138, 139, 157, 158, 162
EXT 179, 191, 198, 209, 211

Year 9 Maths HIGHER May Assessment Checklist Name_____

Year 9 GCSE Media Studies May Assessment Checklist Name_____

	☺	☹	Ask!
Identify conventions of a current affairs programme.			
List examples of current affairs programmes.			
Explain the Uses and Gratifications Theory and apply it to a current affairs text.			
Explain Todorov's Narrative Theory and apply it to a current affairs text.			
Identify types of shots used in a current affairs programme and explain why they have been used.			
Define denotation and connotation and identify them in a current affairs text.			
Explain what 'subvert' means and explain how 'The Trews' subverts our expectations of a current affairs programme.			
Research BREXIT and explore how it was represented on 2 types of current affairs programmes.			

How do I revise?

- Flash cards of key terms/ theory
- Re watch current affairs programmes.
- Practice questions (see Miss Bell)
- Use exercise book to create spider diagrams of information about current affairs programmes.

Year 9 GCSE Music May Assessment Checklist Name_____

	☺	☹	Ask!
Message from Miss Forman: I advised the students today that the test will be on the set work Defying Gravity. They will need the study booklets and scores we use in class to revise I have emailed out the MP3 files to them. All students took the booklets home today so have the necessary documents.			

How do I revise?

- As above.

Year 9 GCSE PE May Assessment Checklist Name_____

	☺	☹	Ask!
Know and understand the location of the major bones in the body			
Apply practical examples to the functions of the skeleton			
Know the major joints and articulating bones in the knee, elbow, shoulder and hip			
Know about types of movement at hinge joints and ball and socket joints			
Use practical examples to show and analyse different movements			
Know the name and location of the main muscle groups in the human body			
Apply muscles used to practical sporting examples			
Know the definitions and roles of an agonist, antagonist, fixator and antagonistic muscles action			
Know the three classes of lever			
Apply practical examples of levers from physical activities/sports			
Know the planes of movement and axes of rotation			
Apply practical examples from physical activity/sport in relation to planes of movement and axes of rotation			
Know the structure and function of the cardiovascular system			
Understand how the double circulatory system works (pulmonary and systemic systems)			
Know the different types of blood vessels			
Understand the pathway of blood thought the heart			
Know the definitions of heart rate, stroke volume and cardiac output			
Understand the role of red blood cells			
Know the structure and function of the respiratory system			
Understand the pathway of air through the respiratory system			
Understand the role of respiratory muscles in breathing			
Understand the definitions of breathing rate, tidal volume and minute ventilation			
Understand about alveoli as the site of gaseous exchange			
Know the definitions of aerobic and anaerobic exercise			
Be able to apply practical examples of aerobic and anaerobic activities in relation to intensity and duration			
Understand the short-term effects of exercise on the cardiovascular and muscular systems			
Be able to apply the effects of exercise to examples from physical activity/sport			
Understand the long-term effects of exercise on bones, muscles and the cardiorespiratory system			

Year 9 GCSE PE May Assessment Checklist Name_____

Be able to apply the effects of exercise to examples from physical activity/sport			

How do I revise?

- Go through Revision sheets and fill in the blanks!
- Flash cards of key terms
- Practise drawing diagrams or graphs
- Spider diagrams for lists of information, Make up mnemonics for lists of key terms

Year 9 Long Course GCSE Philosophy and Ethics May Assessment Checklist

Name_____

	☺	☹	Ask!
Create a list of key words (and definitions) that can be used to describe the nature of God.			
Explain what is meant by the Holy Trinity. Explain the individual roles that Father, Son and Holy Spirit fulfil within the world.			
Explain different Christian views on the creation of the world, include creationism and intelligent design.			
Explain what is meant by the Fall of Man. How does this link to the idea of original sin?			
Explain what is meant by the Problem of Evil – Why does this pose a problem for Christians?			
Explain a range of Christian responses to the Problem of Evil and Suffering. Which of these do you think is most effective and why?			
Explain why Christians believe that Jesus had to die. Define the key terms: incarnation, crucifixion and resurrection.			
Explain Christian views on judgement and life after death.			
Create a list of different ways in which Christians may worship God. Which of these do you think is most effective – why?			
Explain the differences between liturgical and non-liturgical worship.			
Define the term sacrament. List the seven sacraments of the Catholic church.			
Explain the significance of baptism within the Christian faith. Explain the difference between infant and believers baptism – why do different denominations adopt different approaches?			
Explain the significance of the Eucharist within the Christian faith.			
Define the term pilgrimage. Explain why pilgrimage is important within the Christian faith and list some examples of Christian pilgrimage sites.			
Explain why the church is important within the daily lives of Christians.			
Define the term justice and explain the purpose of a criminal justice system.			
Where does our sense of right and wrong come from? – Create a list of influences on moral decision- making.			
At what age do you think people are able to tell the difference between right and wrong – explain why?			
List the four main aims of punishment – explain each in detail and give examples to support your answers.			
Examine whether prison is always an appropriate punishment for those who have broken the law – give examples to support your point of view.			
Examine the statement – "Some people are born evil" – Create a list of reasons for and against this point of view.			
Create a list of reasons why people commit crimes.			
Define the term Capital Punishment. Outline how the law has changed over time regarding this punishment.			
Create a table showing reasons for and against capital punishment. Give your opinion on whether this punishment can ever be justified.			
Explain religious attitudes towards capital punishment – give evidence from sacred scriptures to support this.			

How do I revise?

- Go through Revision sheets and fill in the blanks!

Year 9 Long Course GCSE Philosophy and Ethics May Assessment Checklist

Name_____

- Flash cards of key terms
- Practise drawing diagrams or graphs
- Spider diagrams for lists of information, Make up mnemonics for lists of key terms

Year 9 Short Course GCSE Philosophy and Ethics May Assessment Checklist

Name_____

	☺	☹	Ask!
Define the key terms: War, Peace and Conflict			
Explain a range of different reasons for going to war. Which reasons do you think is most/least justifiable – Why?			
Explain different religious attitudes for going to war (with evidence from sacred scriptures to support this)			
Explain different religious attitudes against going to war (with evidence from sacred scriptures to support this)			
Define the key terms: Absolute Pacifism and Conditional Pacifism. Give examples of each and your own opinion on whether these approaches are appropriate.			
Explain what a Conscientious Objector is and how they participated towards the war effort.			
List all of the Just War Rules. Explain why these rules were formed and give an opinion on whether war can ever be justified.			
Explain what is meant by the term Holy War.			
Explain how religious believers might work to promote peace, including how they work to help victims of war.			
Explain whether the use of violence ever be justified, including reference to violent and non-violent protest			
Explain whether religion can be considered as a cause of war.			
Give your own opinion on whether war can ever be justified.			

How do I revise?

- Go through Revision sheets and fill in the blanks!
- Flash cards of key terms
- Practise drawing diagrams or graphs
- Spider diagrams for lists of information, Make up mnemonics for lists of key terms

Year 9 GCSE Physics TRIPLE and TRILOGY May Assessment Checklist Name_____

	☺	☹	Ask!
I can name different types of energy and describe changes in energy form			
I can remember and use the efficiency equation to calculate the efficiency of a system			
I can remember the power equation and use it to calculate how quickly energy is transferred			
I can remember and rearrange equations to work out gravitational potential and kinetic energy. I can use and rearrange the elastic potential energy equation.			
I can describe different ways that we generate electricity and can state which are renewable and non-renewable			
I can explain why it is important that we find reliable alternatives to fossil fuels			
I can describe how the demand for electricity will change over the course of a day and year			
I can define what is meant by "density" and remember the density equation			
I can explain how to use displacement to find the density of an object			
I can describe how particles are arranged in solids, liquids and gases			
I can explain how the internal energy of a substance changes when it changes state or changes temperature			
I can use the specific heat capacity equation to calculate the amount of energy transferred when a substance heats up or cools down			
I can use the specific latent heat equation to calculate the amount of energy transferred when a substance changes state			
I can describe the motion of particles in a gas, and explain what will happen to the pressure in a container when a gas heats up or cools down			
I can describe the difference between a scalar quantity and a vector quantity			
I can list scalar and vector quantities			
I can measure the size and direction of a vector from a diagram			
I can state different contact and non-contact forces			
I can recall the formula for weight and describe the difference between weight and mass			
I can find the resultant force acting on an object, and give it a size and direction			
I can describe the difference between plastic and elastic behaviour and show both on a graph			
I can explain whether Hooke's law is being followed based on experimental data and use the Hooke's law equation to calculate force, extension or spring constant			
I can use a graph or data to find the energy stored in an elastic material			

How do I revise?

- Learn your equations! Use the *equations you must know* list in your revision pack
- Complete the practice questions in your revision pack
- Log in to Kerboodle and use the online revision books to make notes and flash cards and complete practice questions
- Use your exercise books to look over the Required Practicals you have completed in lesson this year

Year 9 GCSE Spanish May Assessment Checklist Name_____

	☺	☹	Ask!
Vocab: Dónde vives?			
Vocab: Qué haces en verano?			
Vocab: Con qué frecuencia?			
Vocab: Qué te gusta hacer?			
Vocab: Aónde fuiste?			
Vocab: Qué hiciste?			
Vocab:Que tal lo pasaste?			
Vocab: Cómo era el hotel?			
Vocab: Cómo era el pueblo?			
Vocab: Quisiera reservar			
Vocab:Quiero quejarme			
Vocab: Mis vacaciones desastrosas			
Vocab:Te interesan…?			
Vocab: Qué tal los estudios?			
Vocab: Cómo es tu insti?			
Vocab: Las normas del insti			
Vocab: Cómo es tu día escolar?			
Vocab: Qué vas a hacer?			
Vocab: Las actividades extraescolares			
Grammar: Present tense			
Grammar: Preterite tense			
Grammar: Verbs of opinión			
Grammar: Stem changing verbs: Preferir/tener/ir in the present tense			
Grammar:Imperfect tense			
Grammar: Question words			
Grammar: Adjective agreement			
Grammar:Comparatives and superlatives			
Grammar: desde hace + present tense			
Grammar: Negatives			
Grammar: Direct object pronouns			
Grammar: The near future tense			

How do I revise?

- Use Active Learn (pearsonactivelearn.com) – all activities from Modules 1 & 2
- Revise corrections and extended writing
- Quizlet for vocab! (search for user Toothillyr11spanish)
- Languagesonline for grammar practice, attend boosters, attempt practice writing tasks

Year 9 GCSE Textiles May Checklist Name_____

	☺	☹
Title Page		
Pencil Drawing		
Pen Drawing		
Joel Penkman research with response		
William Morris and print response		
Rosemary Milner and manual response		
Rosemary Milner digital response(s)		
Culture research and motif design		
Colour theory page		
Silk painting with annotation		
Batik with annotation		
Hand sewing sample with annotation		
Sewing machine health and safety		
Sewing machine sample with annotation		
Homework stitch artist – Notman, Dodd or Saxby		
Mrs Bertimus research and response		
Stitch drawing (Claire Coles response)		
Reverse applique with annotation		
Bunting design		
Stuffed shibori with annotation		
Suffolk puffs with annotation		
Ribbon gathering with annotation		
Burning and Slashing with annotation		
Wax entrapment (tea bags and plastic bags)		

Year 9 GCSE Textiles May Checklist Name_____