

# Thornhill College

Junior School Revision Guide Jan/Feb 2020



YEAR 9



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## Exam Timetable

| YEAR 9                             |           |             |
|------------------------------------|-----------|-------------|
| Wednesday 29 <sup>th</sup> January | Religion  | 11.45-12.35 |
|                                    | French    | 1.30-2.20   |
|                                    | H.E       | 2.55-3.40   |
| Thursday 30 <sup>th</sup> January  | Study Day |             |
| Friday 31 <sup>st</sup> January    | Maths     | 11.35       |
|                                    | Spanish   | 1.30-2.20   |
|                                    | T&D       | 2.55-3.40   |
| Monday 3 <sup>rd</sup> February    | Irish     | 9.30-10.00  |
|                                    | Science   | 11.50-12.35 |
|                                    | History   | 2.40-3.40   |
| Tuesday 4 <sup>th</sup> February   | Geography | 11.35-12.35 |
|                                    | English   | 2.25-3.40   |

## Exam Regulations for Pupils

- On arrival at school, pupils should go to their allocated test room.
- Pupils must be in their appointed room throughout the session.
- Bags etc. must be left in a suitable area.
- Writing paper will be supplied. Pupils must bring all other necessary materials e.g. pen, pencil, rubber, ruler, calculator.
- Smart watches are not permitted and should be removed.
- The borrowing of materials will not be allowed.
- Pupils must be seated alphabetically.
- Only writing materials required for the test should be on the desk.
- There must be no communication between pupils once a test has begun.
- A pupil should raise her hand to attract the attention of the supervisor.
- Except in an emergency, no pupil is allowed to leave the room during a test.
- There is no breaktime during the tests. Where there is an interval between the tests, the supervisor may allow pupils out to the toilet one or two at a time. Pupils are expected to go to the nearest toilets and to return directly. Pupils should move quietly to and from the toilets, as other tests will still be going on.
- Lunchtime will run from 12.35 to 1.15. Pupils should use the Cafeteria or Junior Study as normal. All pupils must arrive back from lunch promptly.
- If a pupil indulges in unfair practice, the supervisor will take her paper and tell her to start again. Both papers will be given to the subject teacher but no mark or grade will be awarded.
- It is considered a very serious offence for a pupil to be absent for a test. Medical certificates will, of-course, provide acceptable evidence regarding absence.
- When a pupil has an exam during any session they are expected to be in the exam room/hall for the full length of the **session** regardless of when her particular exam starts/finishes. Pupils are advised to bring study material while waiting for their exam to start.

## Plan your Revision

Planning and preparation is key to exam success. It is therefore essential that you plan your revision carefully to ensure adequate time to cover all the necessary material. A good way of doing this is to create a structured timetable allowing time to revise of all subjects as well as some relaxation time.

- Be focused: 45 minutes working followed by 15 minutes' break is a good starting point.
- Share your revision plan with friends/family then you are more likely to stick to it
- Be realistic and plan time away from your work to avoid burn-out.
- Don't worry about other students' revision plans, everyone does it differently!

| Time Slot |  |  |  |  |  |
|-----------|--|--|--|--|--|
| Monday    |  |  |  |  |  |
| Tuesday   |  |  |  |  |  |
| Wednesday |  |  |  |  |  |
| Thursday  |  |  |  |  |  |
| Friday    |  |  |  |  |  |
| Saturday  |  |  |  |  |  |
| Sunday    |  |  |  |  |  |

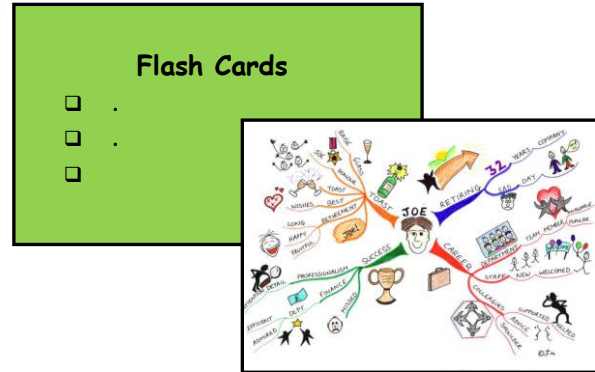
## How to Revise

There are three easy steps to revise effectively.

**1.** The first step is to try change. By changing what is in our exercise books or textbooks into a different form, we kick start our brains into action – we start thinking about new ways of presenting and digesting the information and start learning.

Ways to change things:

- Spider diagrams
- Time-lines (for history)
- Mind maps
- Charts and flowcharts (for processes)
- Record yourself and play it back
- Flash cards
- Mnemonics
- Acronyms



**2.** We work best when we are faced with a challenge.



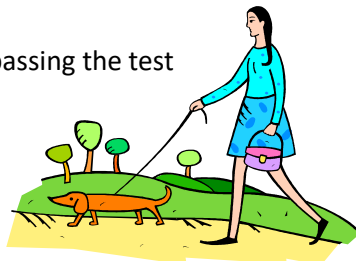
- Challenge yourself to really sort out a topic that you have found difficult.
- Taking a new approach creating a mnemonic or Mind Map may help
- Get someone to test you after you have learned something new.
- We learn extremely well when we have to teach someone else –try teaching one of your parents, a brother or sister or even your friends.
- Get them to ask you questions about what you have just taught them.

**3.** Don't forget to allow yourself some treats. Break up your revision sessions and plan some treats to look forward to: fruit, chocolate, a hot drink, glancing at a magazine, going for a walk...whatever will motivate you.



Relaxation is important to help you stop feeling the pressure of tests and getting stressed. Find a simple technique that works for you and practice using it when you are stressed or can't sleep.

- A warm bath
- Visualising yourself passing the test
- Brain gym exercises
- Deep breathing
- Mindfulness
- Meditating
- Going for a walk



| Year 9 English                |  |
|-------------------------------|--|
| <b>Assessment Information</b> | <ul style="list-style-type: none"> <li>• 100% Examination</li> <li>• Duration of exam: 1 hour and 15 minutes</li> </ul>  |
| <b>Revision Topics</b>        | <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Creative Writing</li> </ul>  |
| <b>Study Resources</b>        | <ul style="list-style-type: none"> <li>• Comprehension Workbook</li> <li>• Creative Writing work</li> <li>• Reading any fiction book of a good standard</li> </ul>   |
| <b>Style of Questions</b>     | <ul style="list-style-type: none"> <li>• In Section A you will be asked a short question on the comprehension text with a few extended questions.</li> <li>• In Section B you will be asked to write an extended creative response</li> </ul>  |
| <b>Tips for Exam Success</b>  | <ul style="list-style-type: none"> <li>• Write in full sentences and give as much detail as possible.</li> <li>• In your extended response to poetry ensure you write in detail and use quotations from the poem to support your points.</li> <li>• In your letter, use a wide range of vocabulary to engage the reader.</li> <li>• Read over your work and check spelling, punctuation and grammar.</li> <li>• Make sure that you know how many marks each question is worth and spend the appropriate amount of time on it.</li> </ul> |
| <b>Exam Equipment</b>         | <ul style="list-style-type: none"> <li>• Black pen</li> <li>• Additional pen/highlighter for annotation</li> </ul>   |

| Year 9 Maths                  |   |
|-------------------------------|---|
| <b>Assessment Information</b> | <ul style="list-style-type: none"> <li>• 1 Hour Exam</li> <li>• Overall mark: 100% exam</li> </ul>  |
| <b>Revision Topics</b>        | <ul style="list-style-type: none"> <li>• Unit 1: Negative Numbers</li> <li>• Unit 2: Pythagoras' Theorem</li> <li>• Unit 3: Algebra</li> <li>• Unit 4: Graphs</li> <li>• Unit 5: Trial and Improvement and Inequalities</li> <li>• Unit 6: Angles (Only points 1 and 2 on YSBAT)</li> </ul>   |
| <b>Study Resources</b>        | <ul style="list-style-type: none"> <li>• Notebook and exercise book</li> <li>• Unit booklets for each topic</li> <li>• Revision booklet</li> </ul>  |
| <b>Style of Questions</b>     | <ul style="list-style-type: none"> <li>• Past paper questions (similar to all assessments and tests).</li> </ul>  |
| <b>Tips for Exam Success</b>  | <ul style="list-style-type: none"> <li>• Use the YSBAT sheet on the first page of every unit booklet to help revise the key points for each topic.</li> <li>• Go over all the examples in your notebook, learn the methods and do lots of questions when revising.</li> <li>• Read all questions carefully.</li> <li>• Use any remaining time during the exam to check your answers and calculations.</li> <li>• <b>Always remember to show your full working out!</b></li> <li>• <a href="http://www.corbettmaths.com">www.corbettmaths.com</a> has short video clips that be may be useful for revision.</li> </ul> |
| <b>Exam Equipment</b>         | <ul style="list-style-type: none"> <li>• Pen</li> <li>• Pencil</li> <li>• Ruler</li> <li>• Rubber</li> <li>• Calculator</li> </ul>  |



| Year 9 Science         |   |
|------------------------|---|
| Assessment Information | 100% Examination e.g. 45 minutes (75) marks   |
| Revision Topics        | <p><b><u>Atoms and Elements</u></b></p> <ul style="list-style-type: none"> <li>• that there are a small number of elements (approx. 100) from which all other substances are made</li> <li>• the names of elements, and be able to use symbols to represent these elements (be able to use periodic table)</li> <li>• that elements can be classified as metals or non-metals</li> <li>• to explore the properties of metals e.g. lustre, malleability, ductility, sonorous, dense, conductivity of heat/electricity and high melting points etc.</li> <li>• to explore the properties of non-metals e.g. dull, brittle, poor conductivity of heat/electricity etc.</li> <li>• that the atoms of two or more elements can be joined together during chemical reactions to form compounds.</li> <li>• Ability to calculate the number of different elements or atoms from a given formula.</li> <li>• that oxygen, nitrogen, carbon dioxide and other gases are found in air.</li> <li>• Know the percentage composition of oxygen, nitrogen, carbon dioxide in air</li> <li>• how to make a metal oxide</li> <li>• how to write a word equation to represent a chemical reaction</li> </ul> <p><b><u>Respiration and Circulatory System</u></b></p> <ul style="list-style-type: none"> <li>• How cells are supplied with the materials they need for respiration</li> <li>• How cells in animals and plants release energy</li> <li>• That the process of respiration is similar in all cells</li> <li>• The word equation for respiration</li> <li>• The tests for carbon dioxide; limewater and bicarbonate</li> <li>• That blood is pumped round the body by the heart, and flows through blood vessels</li> <li>• Introduce the terms artery, vein and capillary and what they do.</li> <li>• To identify and label the structure of the heart; limited to atria, ventricles and vessels entering and leaving the heart.</li> <li>• The ventricle walls have different thicknesses and why this is the case.</li> <li>• Effect of fat and cholesterol on blood vessels e.g. coronary arteries (narrowing of arteries and reduced blood flow).</li> <li>• Effect of exercise on heart rate/pulse rate</li> <li>• That haemoglobin in red blood cells picks up oxygen from the lungs, where it also gets rid of carbon dioxide.</li> <li>• Introduce the terms oxygenated and deoxygenated.</li> </ul> <p><b><u>Solutions</u></b></p> <ul style="list-style-type: none"> <li>• Define a mixture</li> <li>• Understand the terms soluble, insoluble, solute, solvent and solution.</li> <li>• how to separate a mixture of an insoluble solid from water, using filtration</li> <li>• that solutions look clear - and that this is not the same as colourless</li> </ul> |

| Year 9 Science            |  |
|---------------------------|--|
| Revision Topics Continued | <ul style="list-style-type: none"> <li>• what is happening, in terms of particles, when a solute dissolves in a solvent, and understand that mass is conserved</li> <li>• explain how changes in surface area affect solubility.</li> <li>• how to separate a solute from a solution by evaporating to dryness</li> <li>• to devise an efficient method for obtaining dry salt from a sample of rock salt</li> <li>• how to separate a solvent from a solution using distillation</li> <li>• how to use chromatography to separate different solutes in a solution</li> <li>• to interpret data from a chromatogram</li> <li>• how to make a saturated solution</li> <li>• that different substances have different solubilities</li> <li>• that, in general, solubility of solids increases as temperature increases</li> <li>• that, in general, solubility of gases decreases as temperature increases e.g. 'flattening of fizzy drinks' and thermal pollution.</li> <li>• to identify patterns in data about solubility</li> <li>• to use construction lines to read values from a line graph</li> </ul> <p><b><u>Compounds and Mixtures</u></b></p> <ul style="list-style-type: none"> <li>• the names of some common elements, mixtures and compounds</li> <li>• how to recognise atoms in elements, mixtures and compounds in diagrams</li> <li>• how to represent some simple compounds using formulas and to appreciate the information that the formula of a compound gives about the number and type of atoms that are present</li> <li>• about a range of separation techniques, and suggest how certain mixtures may be separated e.g. limited to magnetism, filtration, evaporation, simple distillation, fractional distillation and chromatography.</li> <li>• that elements and compounds melt at fixed temperatures called melting points</li> <li>• that elements and compounds boil at fixed temperatures called boiling points e.g. water 100°C</li> <li>• that mixtures melt and boil over a range of temperatures</li> <li>• Explain melting and boiling using the particle model.</li> <li>• Identify the state of matter of a substance based on melting point and boiling points information.</li> </ul> |
| Study Resources           | Usual equipment for Science class  |
| Style of Questions        | Similar to end of topic tests.   |
| Tips for Exam Success     | <ul style="list-style-type: none"> <li>• If you are not sure how to answer a question move on and go back to it as you may jog your memory as you work through your paper.</li> <li>• Check your answers</li> <li>• Make sure that you know what each question is worth e.g. 2</li> <li>• See Revision Question Assessment Booklet</li> </ul>  |
| Exam Equipment            | Pencil, ruler, pens, rubber, sharpener, calculator & protractor  |

| Year 9 RE                     |   |
|-------------------------------|---|
| <b>Assessment Information</b> | <ul style="list-style-type: none"> <li>• 100% Examination 50 minutes</li> <li>• Test is made up of knowledge, understanding and evaluation questions</li> </ul>   |
| <b>Revision Topics</b>        | <ul style="list-style-type: none"> <li>• Creation p8-29 text book, p4-10 workbook</li> </ul> <p>The Big Bang Theory<br/>The Genesis Account<br/>Being Made in the Image of God</p> <ul style="list-style-type: none"> <li>• Environment p30-46 text book, p11-16 workbook</li> </ul> <p>Creation, things that we have created, both good and bad.<br/>Six Issues Related to the Environment<br/>The 5 R's<br/>St Francis of Assisi</p> <ul style="list-style-type: none"> <li>• Covenant and Commandments p47-55</li> </ul> <p>Abraham and Sarah<br/>Moses and the Israelites Escape from Egypt<br/>The 10 Commandments<br/>Importance of Rules</p> <ul style="list-style-type: none"> <li>• Judaism p174-186 text book, p58-61 workbook</li> </ul> <p>Facts about Judaism<br/>Seder Plate<br/>Bar Mitzvah</p> <ul style="list-style-type: none"> <li>• Advent and Christmas</li> </ul> <p>Special days and significance of colour<br/>Birth of Jesus<br/>The True Meaning of Christmas</p> |
| <b>Study Resources</b>        | <ul style="list-style-type: none"> <li>• Text book, Work book and Exercise book</li> </ul>  |
| <b>Style of Questions</b>     | <ul style="list-style-type: none"> <li>• There will be a range of questions from short answer, multiple choice, fill in the blanks, label diagrams, questions to assess understanding and evaluation.</li> <li>• There are 5 sections in total, marks are stated at the end of each question.</li> <li>• Answer questions according to the marks awarded, develop answer according to mark e.g. If there are 2 marks awarded explain two points that answer the question, if there are 6 marks awarded include 6 points that answer the question.</li> </ul>  |
| <b>Tips for Exam Success</b>  | <ul style="list-style-type: none"> <li>• Read over all of your class notes and workbook pages</li> <li>• Use your revision power points for guidance</li> <li>• Write in full sentences, check your answers, proof read and spell check</li> <li>• Make sure that you know the mark that each question is worth e.g. 5</li> <li>• When answering evaluation questions give two points of view, give arguments for that statement and arguments against the statement. Support your answers with examples.</li> </ul>  |
| <b>Exam Equipment</b>         | <ul style="list-style-type: none"> <li>• Black pen</li> </ul>   |

| Year 9 History         |   |
|------------------------|---|
| Assessment Information | <ul style="list-style-type: none"> <li>• 1 Hour Exam</li> </ul>   |
| Revision Topics        | <ul style="list-style-type: none"> <li>• <b><u>Vasari (PAGES 2-4)</u></b></li> <li>• <b><u>Medici &amp; Florence (pages 7, 10-11 &amp; your research)</u></b></li> <li>• 'Cradle of the Renaissance'</li> <li>• Renaissance buildings, statues and paintings visitors in Florence.</li> <li>• The source of the Medicis' vast wealth.</li> <li>• The religious and political motives for religious Art in Florence</li> <li>• <b><u>LEONARDO DA VINCI (Your own research)</u></b></li> <li>• His life</li> <li>• His Art – detailed discussion!</li> <li>• His scientific work</li> <li>• <b><u>HOW ART CHANGED (pages 12- 15)</u></b></li> <li>• Anatomy</li> <li>• Perspective</li> <li>• Use of colour, light and shade</li> <li>• Choice of subjects painted</li> <li>• <b><u>ANATOMY (PAGES 21-2)</u></b></li> <li>• <b><u>BEFORE THE REFORMATION (pages 25-30)</u></b></li> <li>• Catholic teaching on how to shorten time in Purgatory, including Indulgences.</li> <li>• Friar John Tetzel &amp; St Peter's Basilica, Rome.</li> <li>• <b><u>LUTHER'S REFORMATION (pages 31-35)</u></b></li> <li>• FR. MARTIN LUTHER</li> <li>• Why Luther published 95 theses against Indulgences</li> <li>• Explain how the <b><u>beliefs</u></b> of Luther's Church differ from those of the Catholic Church</li> <li>• How does a Protestant Church <b><u>look different</u></b> from a Catholic Church?</li> </ul> |
| Study Resources        | <ul style="list-style-type: none"> <li>• Textbook and exercise book</li> </ul>  |
| Style of Questions     | <ul style="list-style-type: none"> <li>• A range of question types.</li> </ul>  |
| Tips for Exam Success  | <ul style="list-style-type: none"> <li>• Read all questions carefully.</li> </ul>   |
| Exam Equipment         | <ul style="list-style-type: none"> <li>• Pen</li> </ul>   |

| Year 9 Geography              |   |
|-------------------------------|---|
| <b>Assessment Information</b> | <ul style="list-style-type: none"> <li>• 100% Examination - 1 hour Exam</li> <li>• There will be 3 marks on the test for QWC (Quality of Written Communication)</li> </ul>  |
| <b>Revision Topics</b>        | <p><b><u>Topic 1 - Northern Ireland's Landscape</u></b></p> <ul style="list-style-type: none"> <li>• 6 Counties of N. Ireland</li> <li>• County Towns</li> <li>• Mountain Ranges, Highest Peaks, Rivers, Loughs</li> </ul> <p><b><u>Topic 2 - Weathering &amp; Erosion</u></b></p> <ul style="list-style-type: none"> <li>• Weathering (Chemical, Biological and Mechanical)</li> <li>• Erosion &amp; Agents of Erosion</li> </ul> <p><b><u>Topic 3 - Rivers</u></b></p> <ul style="list-style-type: none"> <li>• River Course</li> <li>• River Characteristics &amp; Features</li> <li>• Waterfalls (Niagara Falls Case Study)</li> <li>• Meander (River Cliff &amp; Slip-Off Slope)</li> </ul> <p><b><u>Topic 4 - Geography Skills</u></b></p> <ul style="list-style-type: none"> <li>• Ordnance Survey Symbols</li> <li>• Directions &amp; Scales</li> <li>• 4 &amp; 6 Figure Grid References</li> <li>• 4 Methods of showing Relief on an O.S. Map</li> <li>• Using Spot Heights to Draw Contours</li> <li>• Recognising Landforms from Contour Patterns</li> <li>• Cross Sections</li> </ul> |
| <b>Study Resources</b>        | <ul style="list-style-type: none"> <li>• The specific learning objectives are outlined for each topic in your YSBAT's</li> <li>• Textbook "New Key Geography Connections"</li> <li>• Notes and worksheets in your exercise book</li> <li>• Geography exam revision booklet</li> </ul>   |
| <b>Style of Questions</b>     | <ul style="list-style-type: none"> <li>• Label / names locations on maps</li> <li>• Draw diagrams to show a process / formation of a feature</li> <li>• Read Ordnance Survey maps</li> <li>• Match up keywords and definitions</li> <li>• Give definitions</li> <li>• Label diagrams</li> <li>• Provide extended answers</li> </ul>   |
| <b>Tips for Exam Success</b>  | <ul style="list-style-type: none"> <li>• Check you can do everything on your YSBAT's</li> <li>• Write in full sentences</li> <li>• Take care with spelling, punctuation and grammar</li> <li>• Use resource material (graph / text etc) and quote it to support your answer</li> <li>• Read through your work when you have finished and check your answers</li> <li>• Judge the detail needed in answers by the marks available for the question</li> <li>• Take care when spelling key geographical terms</li> </ul>  |
| <b>Exam Equipment</b>         | <ul style="list-style-type: none"> <li>• Pencil, ruler, pens, rubber, sharpener, colouring pencils</li> <li>• Black or blue pen for writing</li> </ul>  |

| Year 9 Gaeilge/Irish   |  |
|------------------------|--|
| Assessment Information | <ul style="list-style-type: none"> <li>You will be examined in 2 Key Skills – <b>Éisteacht</b>/Listening (50%), <b>Léamh</b>/Reading (50%)</li> <li><b>Léamh</b>/Reading (50%) will be done during the week of School Exams in January.</li> <li><b>Éisteacht</b>/Listening (50%) will be done in class before/after Christmas Break.</li> </ul>   |
| Revision Topics        | <ul style="list-style-type: none"> <li><b>Laethanta Saoire</b>/ Holidays agus <b>Leabhrán</b>/Booklet</li> <li><b>An Aimsir Chaite</b> / The Past Tense</li> </ul> <p><b>Year 8 material</b></p> <ul style="list-style-type: none"> <li><b>m.sh./eg. Mé Féin</b>/ Myself</li> <li><b>Dathanna</b> / colours</li> <li><b>An aimsir</b> / Weather</li> <li><b>Uimhreacha</b> / Numbers</li> <li><b>An clog</b>/The clock</li> </ul>  |
| Study Resources        | You should use your <b>Leabhar Gaeilge, Department Booklets</b> and worksheets to help you with your revision. Remember that you will be examined in 3 Key Skills.   |
| Style of Questions     | <ul style="list-style-type: none"> <li>Oral questions – good pronunciation of answers. Role play.</li> <li>Recognise meanings of items in Irish plus gap/column filling.</li> <li>Match words or phrases correctly to pictures and prompts.</li> <li>Translate words from Irish to English and English to Irish.</li> <li>Reading Comprehension.</li> <li>Spell items correctly in Irish and write full answers to prompts.</li> </ul>   |
| Tips for Exam Success  | <p>The topic areas you will need to revise for your February Examinations are outlined above, in both Irish and English. Perhaps you could revise one or two 'Bullet Points' per night and the following day ask your Irish teacher any questions you might have. Irish teachers will be more than willing to help you with any material you do not understand. Tick off the topic areas when you know them.</p> <p>You could also ask a member of your family or extended family who can speak some Irish to help you or test you. Practise the Irish you are learning/revising by trying to speak/use it more around the house/school in practical situations – with your family, classmates, friends or Irish teachers. All this will help you do well in your Irish examinations, particularly in your <b>Labhairt</b>/Speaking.</p> <p style="text-align: right;"><b>Ádh Mór Ort!</b></p> |
| Exam Equipment         | <ul style="list-style-type: none"> <li>Pen</li> </ul>  |

| Year 9 Spanish                |  |
|-------------------------------|--|
| <b>Assessment Information</b> | <ul style="list-style-type: none"> <li>• ESCRIBIR January exam 25 minutes</li> <li>• LEER January exam 20 minutes</li> </ul>   |
| <b>Revision Topics</b>        | <p><b>ZOOM :</b></p> <ul style="list-style-type: none"> <li>• Revise all Year 8 work-vocabulary sheets, worksheets etc</li> </ul> <p><b>UNIDAD 2A.1 El Tiempo (P. 56-57)</b></p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Seasons</li> </ul> <p><b>UNIDAD 2A.2 Tiempo Libre (P. 58-59)</b></p> <ul style="list-style-type: none"> <li>• Pastimes</li> <li>• Opinions</li> </ul> <p><b>UNIDAD 2A.3 Por la mañana (P. 60-61)</b></p> <ul style="list-style-type: none"> <li>• Daily routine in the morning</li> </ul> <p><b>UNIDAD 2A.4 Por la tarde (P. 62-63)</b></p> <ul style="list-style-type: none"> <li>• Daily routine in the afternoon</li> </ul> <p><b>UNIDAD 2A.5 El fin de semana (P. 64-65)</b></p> <ul style="list-style-type: none"> <li>• Daily routine at the weekend</li> </ul> <p><b>UNIDAD 2B.1. Vivo en... (P.72-73)</b></p> <ul style="list-style-type: none"> <li>• Where you live</li> </ul> <p><b>UNIDAD 2B.2 Dónde está?... (P.74-75)</b></p> <ul style="list-style-type: none"> <li>• Places in your town</li> <li>• Time expressions</li> <li>• -Directions</li> </ul> <p><b>UNIDAD 2B.3 Mi casa (P. 76-77)</b></p> <ul style="list-style-type: none"> <li>• Your house</li> </ul> <p><b>GRAMÁTICA</b></p> <ul style="list-style-type: none"> <li>• A + EL = AL</li> <li>• DE + EL = DEL</li> <li>• Jugar</li> <li>• Reflexive verbs</li> </ul> |
| <b>Study Resources</b>        | <p>Caminos 1 Textbook</p> <p>Worksheets</p> <p>Vocabulary lists</p> <p>Grammar notes</p>   |
| <b>Style of Questions</b>     | <p>ESCUCHAR (Listening) 20% Complete in class. Answer multiple choice questions and questions in Spanish.</p>  |

### Thornhill College Revision Guide

|                              |  |
|------------------------------|--|
|                              | <ul style="list-style-type: none"><li>• ESCRIBIR (Writing) 40% Complete in class. Gapfill/ Writing lists/ Answering questions</li><li>• LEER (Reading) 40% Complete during exam week. (Understand all words from Spanish to English). Matching up exercises/True or false/Gap filling</li><li>• Choose correct word/picture/ Reading comprehension</li></ul>   |
| <b>Tips for Exam Success</b> | <ul style="list-style-type: none"><li>• Write in full sentences</li><li>• Organise your essay into paragraphs</li><li>• If you are not sure how to answer a question move on and go back to it</li><li>• Check your answers</li><li>• Proof read and spell check. Take care with the grammar and accuracy of your work e.g. adjectival agreement.</li><li>• When revising, learn all vocabulary fully- look, cover, write and check.</li></ul> |
| <b>Exam Equipment</b>        | <ul style="list-style-type: none"><li>• Black pen</li></ul>  |



| Year 9 French                 |   |
|-------------------------------|---|
| <b>Assessment Information</b> | Speaking – 5 minutes in class<br>Reading – 30 minutes<br>Writing – 30 minutes   |
| <b>Revision Topics</b>        | <b><u>Key Year 8 Vocabulary</u></b> <ul style="list-style-type: none"> <li>• Numbers 1 - 100</li> <li>• Days of the week</li> <li>• Time</li> <li>• School subjects and opinions about subjects</li> <li>• Food and quantities</li> <li>• Adjectives to describe food – opinions about food and drink</li> <li>• Words used for ‘some’ – du / de la / des / de l’</li> <li>• Pastimes</li> <li>• The verbs ‘jouer’ and ‘faire’ when talking about pastimes</li> </ul> |
| <b>Study Resources</b>        | Exercise Books<br>Cahiers d’Activités (including <i>Expressions-Clés</i> section)<br><a href="http://word-reference.com">word-reference.com</a> (online dictionary)   |
| <b>Style of Questions</b>     | Speaking Test - 10 questions<br>Reading Test – Gap-filling, Pairing, Reading Comprehension<br>Listening Test – Selecting, Gap-filling, Completing grids,<br>Writing Test – Completing words and sentences, Gap-filling,<br>Writing 3 short paragraphs   |
| <b>Tips for Exam Success</b>  | Plan your revision – each topic separately<br>Practice vocabulary by writing and reading aloud.<br>Take time to think before completing your answers<br>Always check over your written work<br>Resources on google classroom such as kahoot and quizlet links and worksheets given out in class.  |
| <b>Exam Equipment</b>         | Answers must be completed in BLACK or BLUE pen.   |

| Year 9 Technology & Design    |   |
|-------------------------------|---|
| <b>Assessment Information</b> | Exam 45 minutes   |
| <b>Revision Topics</b>        | <ul style="list-style-type: none"> <li>• Health and Safety (booklet pages 7 and 8)</li> <li>• Tools and Equipment used in Christmas Tree decoration project (See manufacturing diary record pages 55 to 62)</li> <li>• Christmas Tree decoration circuit (component symbols/functions etc) (booklet pages 27 to 36)</li> <li>• Resistor Colour Codes (booklet pages 20 &amp; 21)</li> <li>• Soldering (booklet pages 22 to 25)</li> <li>• Design question (see notes on design and teacher guidance)</li> </ul> <p><b>Keywords:</b> Know the meaning of the following Technology &amp; Design in preparation for the exam:</p> <p><b>Aesthetics:</b> this refers to how something looks.</p> <p><b>Annotate Sketches:</b> Drawings with notes to explain the idea.</p> <p><b>Dimensions:</b> The sizes and measurements.      Accessible: Able to be reached or entered.</p> <p><b>Adjustable:</b> Able to be changed to suit needs.</p> <p><b>Stable:</b> Unlikely to fall over.</p> |
| <b>Study Resources</b>        | Class Booklet (Page Numbers provided above)<br>Go to <b>Google Classroom Year 9 Technology and Design</b> (To join use the following class code <b>tu6ys6m</b> )  |
| <b>Style of Questions</b>     | Short Answer Questions<br>Label Diagrams<br>Identify by name tools and components.<br>Design & other drawing answers to include 2D and 3D drawings/sketches techniques with dimensions and rendering (shading) where appropriate.   |
| <b>Tips for Exam Success</b>  | Create personal notes for each revision point on the list above.<br>Study and learn your notes which you may refine and/or develop as you continue to prepare.<br>Sketch, shade and annotate two items everyday: stationary, furniture, storage, transport, sport, musical instruments...   |
| <b>Exam Equipment</b>         | <ul style="list-style-type: none"> <li>• A range of pens</li> <li>• At least a sharp HB Pencil though another if not all from the following list would be beneficial: 2H, H, &amp; B.</li> <li>• A selection of colour pencils.</li> <li>• A pencil sharpener and a rubber.</li> <li>• A 300mm ruler.</li> </ul>  |

| Year 9 Home Economics         |  |
|-------------------------------|--|
| <b>Assessment Information</b> | <ul style="list-style-type: none"> <li>• 45-minute Exam</li> <li>• 100% examination</li> </ul>   |
| <b>Revision Topics</b>        | <p>Shopping</p> <ul style="list-style-type: none"> <li>• Options for shopping, advantages and disadvantages(p5-11)</li> </ul> <p>Packaging</p> <ul style="list-style-type: none"> <li>• Why is food Packaged (p15)</li> <li>• Advantages &amp; disadvantages of various types of food packaging materials (p16-17)</li> <li>• Reusing packaging (p20-22)</li> <li>• Symbols found on packaging (p23)</li> </ul> <p>Designing packaging &amp; Labelling</p> <ul style="list-style-type: none"> <li>• Factors to consider in designing a package(p24)</li> <li>• Characteristics of a good label(p27)</li> <li>• Information found on food labels (p27-31)</li> </ul> <p>Money Matters</p> <ul style="list-style-type: none"> <li>• What does Budgeting involve (p37-43)</li> <li>• Needs and Wants – the differences,</li> <li>• Income &amp; Expenditure in a household—examples</li> </ul> <p>Rice as a high risk food (p14-15)</p> <p>Food Spoilage(p 44 - 58)</p> <ul style="list-style-type: none"> <li>• Why does food go bad?</li> </ul> <p>Food Poisoning/Food contamination signs, symptoms and prevention</p> |
| <b>Study Resources</b>        | Text Book (pages listed above)   |
| <b>Style of Questions</b>     | <ul style="list-style-type: none"> <li>• Factual recall questions (short)</li> <li>• Fill out the blanks</li> <li>• Label the diagram</li> <li>• Complete tables</li> </ul>  |
| <b>Tips for Exam Success</b>  | <ul style="list-style-type: none"> <li>• Use flash cards or find an alternative revision strategy for yourself.</li> <li>• Write in full sentences.</li> <li>• If you are not sure how to answer a question move on and go back to it as you may jog your memory as you work through your paper.</li> <li>• Check your answers.</li> <li>• Proof read and spell check.</li> <li>• Make sure that you check what each question is worth e.g. (5) = 5 marks</li> </ul>   |
| <b>Exam Equipment</b>         | <ul style="list-style-type: none"> <li>• Pencil, ruler, pens, rubber, sharpener, colouring pencils</li> </ul>  |

# Prayer for Exams

Lord, as I prepare to sit my exams send  
your Holy Spirit to guide me & be with me.

Thank you for the many talents and gifts you have  
given me and for the opportunity of education.

Help me do the best I can on the day of my exam.

Help me to remember all that I have studied, to express it clearly  
and to answer the questions as best that I can.

Give me peace, understanding and wisdom.  
Be with me today and always.

Amen.

