



**Key Stage 3**  
**Year 9 Revision Lists**

**May 2017**



**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Parent / Guardian signature:** \_\_\_\_\_

**Exam dates:** Thursday 1 June  
Friday 2 June  
Tuesday 6 June  
Wednesday 7 June

Study day for Year 9 pupils: Monday 5 June (New Year 8 Intake Day).

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### **9FGIJ Maths Revision List**

- 1) Percentages-Fractions -Decimals
- 2) Percentage Calculations
- 3) Area of a Triangle and Rectangle.
- 4) Compound Area of Shapes
- 5) Volume and Surface Area of a Cuboid.
- 6) Algebra -Collecting like Terms/Substitution/Expanding Brackets/Solving Equations
- 7) Rounding Numbers.
- 8) Reading and Drawing Pie Charts.
- 9) Ratio

### **9L and 9N Maths Revision List**

- 1) Number Work
- 2) Decimals
- 3) Fractions
- 4) Probability
- 5) Algebra
- 6) Stem and Leaf Diagrams
- 7) Money
- 8) Time
- 9) Scatter Graph
- 10) Translations
- 11) Rotations
- 12) Rounding
- 13) Directed Numbers

## Year 9 Science Revision Topics for F/G/I/J classes

### Term 1 Chemistry

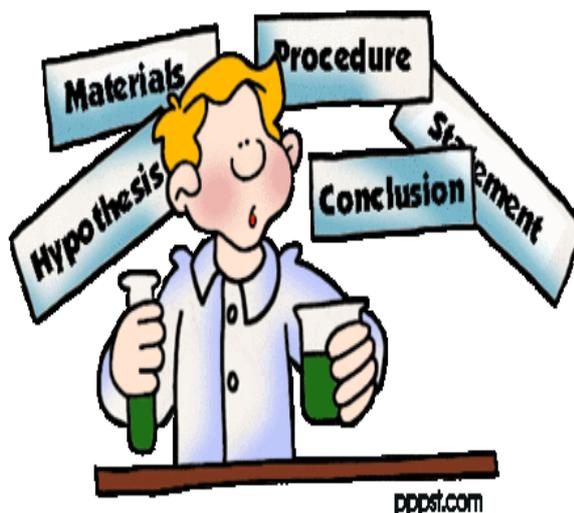
- Materials
- Acids & Alkalis
- States of Matter
- Rusting
- Hard Water

### Term 2 Physics

- Heat Transfer
- Magnets & Electromagnets
- Forces

### Term 3 Biology

- Life Processes
- Cells
- Microscope parts
- Heart Structure & Function
- Blood Composition & Function



## Year 9 Science Revision Topics for L&N classes

### Term 1 Chemistry

- Materials
- Acids & Alkalis
- States of Matter
- Rusting

### Term 2 Physics

- Heat Transfer
- Magnets
- Forces

### Term 3 Biology

- Life Processes
- Cells
- Microscope parts
- Heart Structure

## **Year 9 Art Assessment**

- Year 9- Insects
- Drawing an insect using a photograph as a reference.
- Students will draw an insect in three stages; main lines and shapes sketched lightly, defining the main shapes/ body, shading in pencil using a range of mark making techniques.

## **Year 9 RE Revision List**

### Conflict and Christianity

Pupils must know:

- How Orthodox Christians bless themselves
- The Sacraments of the Orthodox Church
- The Plan of the Orthodox Church
- The Sunday Service in the Orthodox Church

### Luke's Gospel

Pupils must know:

- All the facts about Luke's Gospel
- The different miracles in Luke's Gospel: The Calming of the storm, Jairus' daughter, Blind Bartimaeus, Epileptic Boy

### Passion, Death and Resurrection

Pupils must know:

- The story of the empty tomb
- Details of the women who went to the tomb
- The resurrection appearances

## **Year 9 Irish Revision List**

- 1 School subjects
- 2 School Life
- 3 Hobbies and Sports
- 4 Preferences, Likes and Dislikes
- 5 Rooms in the House
- 6 Time
- 7 Daily Routine

The summer exam will be made up of Listening, Reading and Writing exercises. A full list of the vocabulary required for the Writing exercises will be provided nearer the time of the exam.

### **Year 9 Home Economics Revision List**

1. Factors affecting consumer choice
2. Forms of Advertising
3. Advantages and Disadvantages of advertising
4. Supermarket layout
5. Stages of making a complaint
6. Sale and Supply of Goods Act
7. Factors affecting choice of Food
8. Weaning
9. Food from around the World
10. Letter of Complaint
11. Parts of a label
12. Nutrients
13. Family Roles and Responsibilities

### **Year 9 Home Economics Revision Questions**

1. State four factors which influence consumer choice.
2. Name four forms of advertising.
3. List 2 advantages and 2 disadvantages of advertising.
4. How do supermarkets encourage shoppers to spend money?
5. State the 6 stages involved in making a complaint
6. State the three features of Sale and Supply of Goods Act.
7. List the factors affecting food choice.
8. Define the term WEANING.
9. List the foods suitable for weaning a baby.
10. State eight countries and a traditional dish from each.
11. Write a letter of complaint for a faulty item you have recently purchased.
12. Draw a label for a pack of six scones.
13. Identify 10 pieces of information on the label.
14. List the function and sources of the following: Protein, Carbohydrate, Fat, Vitamin C, Vitamin D, Calcium, Fluorine and Iron
15. State how each of the following members of the family can share the workload in the home: Young School child, Older School Child, Mother and Father



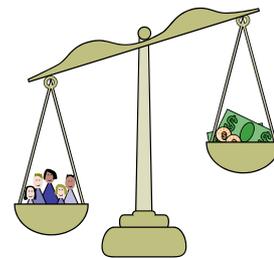
des bananes = des pêches = une tarte aux pommes = du pain = du fromage = du Brie = du Camembert = du Gruyère = du saucisson = du lait = du jambon = des œufs = des crêpes = un paquet de chips = du beurre = six tranches de... = un demi-kilo de... = un demi-litre de... = un porte-clés = un sac = un agenda = une poupée = des timbres =	la pâtisserie = l'épicerie = l'office de tourisme = la banque = le château = le centre commercial = la plage = la poste = l'église =  Pour aller à... ? = Continuez tout droit = Passez devant... = Prenez la première rue à gauche = Prenez la troisième rue à droite = En face de =
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### **Year 9 History Revision List**

#### **Pupils should:**

- Show awareness of Native American beliefs and keywords associated with their culture.
- Know all parts of the buffalo and their uses should be learnt of by heart.
- Have a good knowledge of the map of Europe and be able to label specific countries.
- Have a good knowledge of Hitler and the Nazi Party as well as key terms associated with them such as: Swastika, Mein Kampf, Gestapo etc.
- Know the story of Anne Frank and its importance.
- Have an ability to evaluate sources and know the meaning of propaganda giving examples.

## **LLW Revision**



**Key words to help you with this exam are:**

**Equality-** to be treated fairly and not be discriminated against on any grounds. Everyone is entitled to be treated equally because we are all Human Beings.

**Prejudice-** pre-judging someone before you have even talked to them. Making negative statements about a person or a group of people without really knowing them. Prejudice can lead to discrimination. This is taking an action against someone because of who they are.

### **People in Society**

An elderly person can contribute to their community in many ways. These include

- a) sharing their experiences with others e.g. helping out at a local sports club
- b) helping their own children by looking after the grandchildren or doing the school run

### **Discrimination in Society**

Discrimination is taking a negative action against someone e.g. not giving someone a job because of their religion. Other reasons for discrimination include age, disability and race.

A stereotype is when you put a label on a person usually based on a notion you have about people. E.g. all doctors are men, which of course is false!

Discrimination can also be physical. e.g. if a building has steps but no ramps then a wheelchair user will have difficulty in getting into it. All schools should now have ramps, lifts (if there are two floors) and wide doors.

People can face discrimination in the workplace. They may

- a) not get a promotion because of their gender (man/woman)
- b) not get a job because of their age ( you are too young to do this)
- c) may be bullied because of their gender, age or they have a disability.

Ways in which a person can deal with discrimination include:

- a) reporting any bullying to your boss
- b) use the legal system to take a case against your employer
- c) let the media know about your case (go to the local newspaper)

## **Discrimination and the law.**

There are numerous laws to protect people from discrimination. Some examples are:

- 1) Section 75- protects people from discrimination
- 2) The Disability Discrimination Act protects disabled people's rights
- 3) The Equal Pay Act means women and men must be paid equally.

## **All these laws PROMOTE EQUALITY**

Inequalities (not being treated fairly) can occur between people in society. For example if a woman does the same job as a man but does not receive the same pay. This is a gender inequality because the woman is being discriminated against solely because of her gender i.e. female.

The government helps to promote equality by:

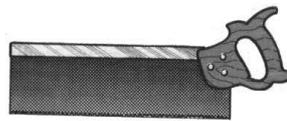
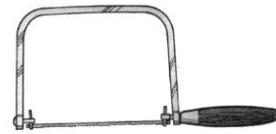
1. Making sure that laws are being kept and that anyone who breaks them is punished
2. Educating all citizens (YOU) about all the different issues to do with equality and discrimination.

## **Year 9 Geography Revision List**

1. Key words – Erosion, deposition, meander, gorge, floodplain  
labour, factories, raw materials, market, economic activity (primary, secondary & tertiary).
2. Rivers  
(a) Be able to label the parts of a V shape valley  
(b) Be able to draw a diagram and description of how a waterfall is formed.
3. Coasts – be able to draw, label & explain a diagram of coastal headland erosion.
4. Fieldwork - Glenshane ecosystem eco-orienteeing points.
5. Industry:  
(a) Be able to match jobs to the correct economic activity –primary, secondary & tertiary  
(b) Know all the factors that are important for a factory site location.
6. Europe Map: be able to label the largest countries and waters around Europe.
7. River Flooding: be able to read information about flooding of a local river, highlight dangers of river flooding and suggest ways to stop flooding.

## Year 9 Technology & Design Revision List

1. Aluminium
2. Rigid polystyrene
3. Soldering
4. Safety rules when drilling
5. Electronic components and their symbols
6. Explain how the powered vehicle circuit works
7. Motion
8. Pulleys and Pulley System Ratios.
9. Milling machine
10. Ferrous and non-ferrous metals
11. Aluminium
12. Woods/ MDF
13. Coping saw and the Tenon saw
14. Forces
  - Compression is a squeezing or pushing force e.g. elephant standing on a stool
  - Tension is a pulling force e.g. stretching an elastic band
15. Car Manufacture
16. Plastic
  - thermosetting plastic is a plastic whose shape cannot be changed when hot
  - thermoplastic plastic is a plastic whose shape can be changed when hot
17. Cams – are used to change the direction of motion
18. Adhesives
19. Tools for marking out metal
20. Wood joints – dowel and housing



**Year 9 ENGLISH DEPARTMENT**  
**SUMMER EXAMINATION REVISION SUPPORT MATERIALS**

In your Summer examination you will be assessed on your knowledge and understanding of:  
**Non-Fiction Texts. You will have two Sections:**

- **Section One will test your ability to read and understand Non-Fiction Texts**
- You will need to be able to **FIND,SELECT and ANALYSE** information + **IDENTIFY KEY POINTS**
- **Section Two will test your ability to write in a Non-Fiction Format for a functional purpose**
- You will write **An Article**

Over the next few weeks your class teacher will help you understand what you have to do in the test. You can also use the following materials to read ahead at home and to guide your revision before the test.

**READING SECTION REMINDERS**

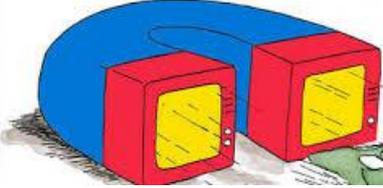
<p><b>Reading Non Fiction Texts: Newspapers, Advertisements, leaflets Brochures etc.</b></p> <p><b>Always Read a Non- Fiction Text for meaning and look carefully at the following parts!</b></p>	
<p><b>Heading</b> – the bigger the heading the more noticeable it will be!          Explain:</p> <ul style="list-style-type: none"> <li>• How it grabs attention</li> <li>• Why it makes you want to read on</li> </ul>	<p><b>Text:</b>          The choice of <b>words</b> and <b>details</b> are very important.          Explain:</p> <ul style="list-style-type: none"> <li>• What is said</li> <li>• How it is said (Does it use facts and/or opinion, other <b>language techniques</b>- if so why and to what effect?)</li> </ul>
<p><b>Illustrations/Images:</b> these are photographs; drawings and diagrams          Explain:</p> <ul style="list-style-type: none"> <li>• <b>Size:</b> The bigger an illustration the more noticeable it is</li> <li>• <b>Position:</b> on the page. The top is seen first, having more impact and importance</li> <li>• <b>What:</b> the picture <b>shows</b> and draws your attention to.</li> </ul>	
<p><b>Layout/Appearance:</b>          Words stand out by using different fonts, capitals, bold, underlining, columns, colour, shading, frames, etc.          Explain:</p> <ul style="list-style-type: none"> <li>• Why attention is drawn to each highlighted feature</li> </ul>	<p><b>Order:</b>          This means the order in which information is given. Look at how it is brought to our attention.          Explain:</p> <ul style="list-style-type: none"> <li>• Where it is</li> <li>• How the information builds up its impact</li> </ul>

# What type of features should I look out for when I am reading the texts?

First look quickly at all reading texts and skim and scan only to identify **PAF**  
This is very important!

Purpose	Audience	Form
<p>What is the main purpose of this text? What is it about? What does it do? Does it give information? Does it use <b>FACTS</b> (These are things that are known and can be proven to be true for example Dates; Percentages; etc) Does it use <b>OPINIONS</b> (a view or judgement formed about something, not necessarily based on fact or knowledge) Does it explain? Does it describe? Does it give advice? Does it give any contact details? Does it give any additional information?</p>	<p>Who is the intended reader also known as the target audience? Why is this clear? What clues in the text help you to spot this? Be specific when you identify the intended audience e.g This article is targeted at people who would like to volunteer for...!</p>	<p>What type of document is this, e.g. an Article; a leaflet an advertising poster etc.? What features make this clear? Headlines Sub headings Bullet Points Columns Images Use of Colour Tables Graphics</p>

Next: Read the Questions/Task carefully and then only look for what you need to find out to answer the question!

<p>Imagine you are a <u>magnet</u> and you are going to pull <u>all the most important</u> points from the text!</p>		<p> Look For: Signal words; key words; topic sentences</p> <p> Look For: a central theme; key messages; that summarise what the text is all about</p>
<p>Don't Forget to:</p>	<p>Look For: <u>Punctuation clues</u> !!!!!!    ??????    "''''''''    ''''''    .....</p>	



## WRITING SECTION REMINDERS

### What is an article?

#### An article

- is a piece of writing usually intended for publication in a newspaper, magazine or journal
- is written for a wide audience, so it is essential to attract and retain the readers' attention
- may include amusing stories, reported speech and descriptions
- can be formal or informal, depending on the target audience
- should be written in an interesting or entertaining manner
- should give opinions and thoughts, as well as facts
- is in a less formal style than a report

#### An article can

- describe an experience, event, person or place
- present an opinion or balanced argument
- compare and contrast
- provide information
- offer suggestions
- offer advice

#### A realistic article should consist of:

1. an **eye-catching title** which attracts the readers' attention and suggests the theme of the article. (Think about why you read a magazine or newspaper article recently - what made you read it?) Articles can also have subheadings before each paragraph.
2. an **introduction** which clearly defines the topic to be covered and keeps the reader's attention.
3. the **main body** of two to five paragraphs in which the topic is further developed in detail.
4. the **conclusion** - summarising the topic or a final opinion, recommendation or comment.

### REMEMBER

Before you begin writing it is important to consider:

- *where* is the article going to appear - in a newspaper or magazine?
- *who* are the intended readers - a specific group such as students or teenagers, or adults in general?
- *what* is the aim of the article - to advise, suggest, inform, compare and contrast, describe, etc.?

### Spelling; Punctuation & Grammar will be assessed in all parts of your English Exam!

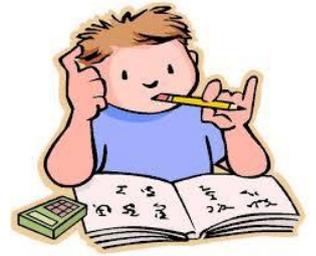
1. Do my sentences make sense?
2. Do they start with a capital letter?
3. Do they end with a full stop?
4. Are there any silly spelling errors of words I know e.g. there/their?
5. Have I put capital letters for people and places?
6. Is all my punctuation correct (. , ? ! ' ") ?
7. Are all my small words spelt correctly (how/who/the/and/but)?
8. Are my sentences interesting and varied?
9. Have I used the correct tense (saw/have seen, did/have done)?
10. Have I separated different ideas into **paragraphs**?



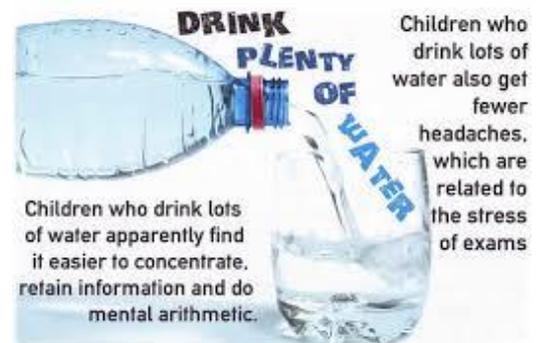


## Top 10 Tips for Revision

Exams can be a stressful time for many students. The following revision tips may be of some help.



1. Study in a **quiet place** away from distractions such as the TV and computers.
2. Make out a '**revision timetable**'. A revision timetable can add structure to your revision and helps you to organise your study time.
3. Create **summary notes** and anything simple that helps your **memory**. Short notes, drawings or mind maps are much easier to remember.
4. **Get help**. Ask friends and family to **test you**.
5. **Record yourself** reading notes **and occasionally listen** to them instead of reading.
6. Take a **5 or 10 minute break** every hour and do some stretching exercises, go for a short walk or make yourself a drink.
7. Allow yourself some fun-time each day to **relax...**and aim to get **eight hours of sleep** each night.
8. **Eat well**. Good brain foods? Wholegrain foods, fruit and vegetables such as blueberries, broccoli and tomatoes, oily fish and nuts.
9. **Don't panic** if you feel nervous. A certain amount of **nervousness actually helps you perform** to the best of your ability.
10. Understand **Your Learning Style** (see p37 in your homework diary). Everyone thinks that there is a **best way to study** but each person is different. Once you understand your learning style (by deciding if you are a visual, auditory or kinesthetic learner), then remembering and recalling new information will become much easier.



## Organising your Revision to suit your Learning Style

In school you have had the opportunity to determine which learning style suits you best. Below is a list of practical ways to revise – choose the ones which best suit you.

### **VISUAL LEARNING** – “Seeing” Learners

1. Mind Maps
2. Pictures
3. Diagrams
4. Charts/Graphs
5. Colour – marker/highlighters
6. Symbols
7. Doodle while thinking something through
8. Take notes while someone is talking (teacher)
9. Sit quietly and visualise what you have just seen, read or heard. Make a ‘mental movie’ in your mind.
10. Learn in groups & with others



### **AUDITORY LEARNING** – “Hearing” Learners

1. In the same way as you have a mind’s eye where you can ‘see’ things in your head you also have a mind’s ear.
  - a). Repeat subjects to be learned in your head using different accents. Make it sound as funny or ridiculous as you like.
  - b). Repeat subjects to be learned in your head using your teacher’s voice for that subject. It is a clear link for your brain.
2. When you are on your own speak out loud so that **your** ears are hearing **your** voice.
3. The use of background music can either assist or irritate some auditory learners. Generally classical music is the best. It has no lyrics and the tempo maintains and supports concentration.
4. Audio record your essay answers and completed questions and play them back to yourself regularly.
5. Mind Maps
6. Learn in groups – especially when you can discuss topics



### **KINESTHETIC LEARNING** – “Touch” Learners

1. If you like to fiddle while you learn and study then you **must** fiddle or you will not learn well;
  - a). Tangles
  - b). Stress Balls
  - c). Even blue-tac!
2. Walk around while you learn!!
3. Use Mind Maps
4. Notes on Index Cards that can be shuffled and re-arranged
5. Use Post-it notes
6. Always write it out to show you know it



### My Revision Plan:

Design your own revision plan / schedule – the dates shown below may help.

Week	Day / Date	Revision to be done
<b>Week One</b>	Thursday 11 May	Plan my revision – make out a schedule
	Friday 12 / Weekend	
<b>Week Two</b>	Monday 15 May	
	Tuesday 16	
	Wednesday 17	
	Thursday 18	
	Friday 19 / Weekend	
<b>Week Three</b>	Monday 22 May	
	Tuesday 23	
	Wednesday 24	
	Thursday 25	
	Friday 26 / Weekend	
<b>Exam Week(s)</b>	Monday 29 May Bank holiday – No school	
	Tuesday 30	
	Wednesday 31	
	Thursday 1 June Exams – Day 1	
	Friday 2 June Exams – Day 2	
	Monday 5 June Study Day	
	Tuesday 6 June Exams – Day 3	
Wednesday 7 June Exams – Day 4		

### Year 9 Exam Timetable Summer 2017

<b>Period</b>	<b>Thursday 1 June</b>	<b>Friday 2 June</b>	<b>Tuesday 6 June</b>	<b>Wednesday 7 June</b>
<b>1</b>	Revision	Revision	Revision	English:
<b>2</b>	Home Economics	Maths	Art	2 Periods
<b>3</b>	Revision	Revision	Revision	Revision
<b>4</b>	History	Technology	Irish	Geography
<b>5</b>	Revision	Revision	Revision	Revision
<b>6</b>	Religion	Science	LFL	French

**Exam Rooms:**    9J - LA3                      9L - LA4                      9F - GG1  
                                  9G - GG2                      9I - LA2                      9N - LA5

Exams for Music, Drama and ICT which involve a practical element will take place during class time in the week(s) leading up to 31 May

Pupils MUST bring books for revision classes.