

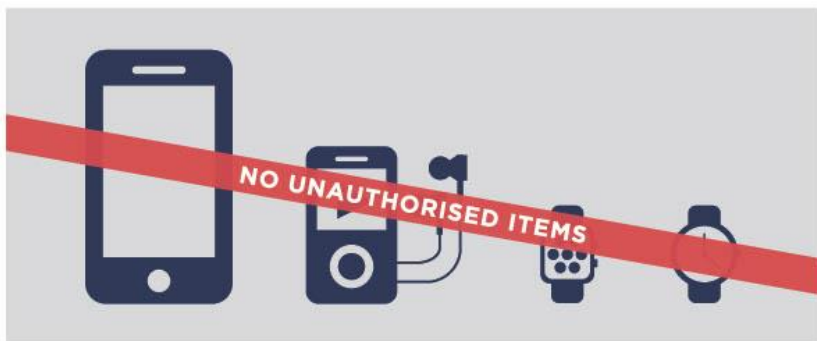


END OF YEAR REVISION

YEAR 9 ASSESSMENTS

NO MOBILE PHONES NO WATCHES NO MP3/4 PLAYERS

NO POTENTIAL TECHNOLOGICAL/WEB
ENABLED SOURCES OF INFORMATION



Possession of unauthorised items, such as a mobile phone
or any watch, is a serious offence and could result in

DISQUALIFICATION

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

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Your memory will work most effectively when you are not overloading it with information all at the same time.

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WHY HAVE END OF YEAR ASSESSMENTS?

At Oasis Academy Mayfield, everything we do – everything we **believe** – is about offering all students an **exceptional education**. We **believe** in striving for **educational excellence**. We therefore offer a curriculum that meets the needs of all students in our school.

We all benefit from being acknowledged when something has been done well – being told we have done a ‘good job’. We want to celebrate your successes with you. These are the things you **know** and **can do** – your **academic strengths**.

*“It is the **action** that you take **before** and **after** an assessment that will **influence** the rest of your life.”*

The true power of assessment comes from your areas of development – the knowledge and skill gaps that are identified for you to **grow** and **secure**. Turning your attention to **revisiting** these areas of development will enable you to unlock your **potential** and your personal **academic excellence**.

WHAT IS AN END OF YEAR ASSESSMENT?

End of Year Assessments are an opportunity for you to showcase what you **know** and **can do** in a formal setting. These assessments will test your knowledge and skills in each subject. The assessment will include the content learned during the summer term, along with questions from topics covered earlier in the year. You will also be assessed on content from previous years (Year 7 and Year 8) where this is appropriate.

As a school the purpose of the **End of Year Assessment** is to enable teachers and leaders to **evaluate** the **effectiveness** of the taught curriculum in each subject so that we can **adapt** our teaching and curriculum as necessary. This empowers us with information we need to be able to offer a curriculum that meets the needs of all students in our school.

HOW CAN I PREPARE FOR ASSESSMENTS?

End of Year Assessments provide a valuable opportunity for you to build up your experience and skills in relation to how to revise effectively, as well as ensuring that key knowledge is revisited regularly to help you to retain this in your long-term (working) memory.

This **End of Year Revision Booklet** provides you with topic lists for each subject, shared by your subject teachers, to help you focus your revision. Our expert team of tutors will provide guidance on how to revise effectively, including revision techniques and memory strategies.

“Identify your problems, but give your power and energy to finding solutions.”

Lessons at Oasis Academy Mayfield have a regular focus on retrieval practice (**remembering** more) through a **Do Now** or **Fast Five**. You must be making your best **effort** in these activities as they challenge you to recall your knowledge from previous lessons – critical in assessment.

WHERE ARE ASSESSMENTS COMPLETED?

In Years 7, 8 and 9 all **End of Year Assessments** in English, Maths and Science will take place in the **Sports Hall** and students will have a seating plan. All other assessments will take place in your normal classroom. All assessments will last for 50-minutes. **End of Year Assessments** are **formal** school assessments and **exam conditions** will be enforced.

You will receive an assembly in advance of assessments starting so that the expectations for student conduct during assessments is clear. For a very small number of students who have Exam Access Arrangements (EAAs), assessments will take place in G07 or G08. If this applies to you, you will be made aware before you complete your **End of Year Assessments**.

ASSESSMENT TIMETABLE

SPORTS HALL CORE ASSESSMENTS

SUBJECT	DATE
ENGLISH	27 June
MATHS	28 June 04 July
SCIENCE	04 July

CLASSROOM READING ASSESSMENTS

TEST	BAND	DATE	PERIOD
NGRT	A-band	20 June	2
	B-band	20 June	5
READING PLUS	A-band	23 June	4
	B-band	23 June	2

CLASSROOM SUBJECT ASSESSMENTS

These assessments take place in your **normal** timetabled lesson on the date outlined below.

	GEOGRAPHY	HISTORY	FRENCH	COMPUTING	RELIGIOUS STUDIES
9R	17 June	23 June	13 June	<i>Completed</i>	04 July
9O	20 June	21 June	17 June	<i>Completed</i>	05 July
9Y	20 June	21 June	14 June	08 July	06 July
9G	23 June	29 June	14 June	06 July	06 July
9B	22 June	29 June	13 June	<i>Completed</i>	08 July
9I	20 June	29 June	13 June	08 July	08 July
9V	22 June	22 June	14 June	05 July	04 July

WEEKLY REVISION TIMETABLE

DAY	3.30pm	4.00pm	4.30pm	5.00pm	5.30pm
MON					
TUE					
WED					
THU					
FRI					

DAY	8.00am	9.00am	10.00am	11.00am	12.00	1.00pm	2.00pm	3.00pm	4.00pm	5.00pm
SAT										
SUN										

REVISION SKILL – FLASHCARDS

USING FLASHCARDS

- Using flashcards is a **repetition** strategy
- Simple **cue** on the front and an 'answer' on the back
- Flashcards engage **active recall**

WHY FLASHCARDS CAN HELP YOU LEARN

- They engage in **active recall**
- They promote **self-reflection** (aka **metacognition**)
- They can help you **memorise** facts quickly

You need to be smart when making and using flashcards to make sure you are effective.

HOW TO MAKE FLASHCARDS

Ensure flashcards have a **question** or **key term** on one side and the **answer** or **definition** on the other.

1. Ensure the right questions and knowledge are on the cards.
2. Keep information as short as possible.
3. Write clearly so you can read your writing at a quick glance.
4. Use different **coloured cards** or **pens** to group flashcards.

Studies have found that it's more effective to review a whole stack of cards in one sitting rather than glancing at them every so often.

USING A SYSTEM TO REVISE WITH FLASHCARDS

The **Leitner System** is a well-known and very effective method of using flashcards. It's a form of **spaced repetition** that helps you to study the cards you don't know more often than the cards you already know well.

LEITNER SYSTEM – THE METHOD

BOX 1	BOX 2	BOX 3	BOX 4
All flashcards start in Box 1. For any wrong answers, that card stays in Box 1.	As you review the cards, each card answered correctly goes into Box 2.	When you review cards in Box 2, if you still get it right you move the card to Box 3.	Repeat until all cards are in Box 4. If you get a card wrong in any box, return it to Box 1.

The key is that the cards you know less well are reviewed **more frequently** than the cards in the higher boxes.

REVISION SKILL – INTERLEAVING

WHAT IS INTERLEAVING?

- Technique to use when revising or reviewing material
- Helps you remember more for an exam
- Helps you understand better
- It is about **what you do with your time** when revising

HOW DOES INTERLEAVING WORK?

Learning is spread **over time** rather than concentrating on a range of topics one after the other.

*Do little and often,
and mix it up every day.*

HOW TO APPLY INTERLEAVING

With blocking, in each revision session focuses on only a single knowledge or skill. In interleaving, all the knowledge and skills are broken down into small chunks and split over several days, revisited at the start of each session. To interleave your revision:

1. Break units of learning down into small chunks
2. Split chunks over a few days rather than revising all at once
3. Decide on the key topics you need to learn for each subject
4. Use a revision timetable to organise your time and space your learning

*Short, targeted bursts are more effective
that extended revision sessions.*

WHAT ARE THE BENEFITS OF INTERLEAVING?

- Strengthens memory recall
- Your brain is continually changing focus and attempting to find different responses to drawn on short-term memory
- Revisiting material from each topic several times, in short bursts, can increase the amount you remember in exams
- Each time you review it strengthens your memory recall

Research shows that 'mixing it up' boosts learning compared to more traditional methods of block learning where students master one topic before moving on to the next in preparation for exams.

REVISION SKILL – SPACING

WHAT IS SPACING?

Spacing is a revision technique which is all about **spacing out your revision** so you don't get swamped and overwhelmed. It means introducing **time intervals** into your revision sessions as well as spacing out the days which you use to revise for topics. To commit something to memory, it takes **time** and **repetition**.

WHY IS SPACING BENEFICIAL?

Doing something little and often – **spacing** – beats doing it at once, or cramming. The time in between revision allows you to forget and re-learn the information, which cements it in your **long-term memory**. Spacing is also beneficial since we can learn more information **over time**, rather than in one longer session and so it helps you revise more efficiently.

The brain requires a physical prompt so that it can keep something in its long-term memory. Otherwise, it is designed to let it go.

OPTIMUM SPACING

Research suggests there is an optimal gap between revision sessions so you can retain the information. For an assessment that takes place in **one month**, you should review the information *at least* **once a week**.

CREATE A REVISION PLAN USING SPACING TECHNIQUE

1. **Organisation** – determine where you need to focus your time – e.g. which subjects, topics, learning priorities, etc.
2. **Planning** – map out what you are going to revise and when. Use a timetable or revision planner to do this. Remember to space your subjects as well as subject content.
3. **Review** – build in different revision techniques to help you complete quick 5- or 10-minute reviews of your topics throughout your revision plan.
4. **Transformation Task** – These are 30-minute activities to help you take in information. For example, writing summary sheets or creating flash cards or mind maps for topics.
5. **Practice Testing** – test yourself on the area that you have reviewed, either by quizzing or testing yourself with a friend.
6. **Exam Questions** – complete an exam question or on the area you have reviewed and mark this yourself, using a mark scheme

ENGLISH

You will be assessed on the knowledge and skills which you have learned in your English lessons throughout this year. The themes that you have covered include:












- Making Inferences
- Analysing Texts
- Creative Writing







It is **essential** that you can recognise and use the versatile vocabulary you have learned this year. Use the versatile vocabulary lists below, together with the precise definitions and examples, to practise your recall of this **critical** vocabulary from *Othello*.

PRECISE DEFINITION	VERSATILE VOCABULARY		PRECISE DEFINITION
Someone who is <i>duplicious</i> lies and is two-faced.	duplicious	credulous	If you describe someone as <i>credulous</i> , they are too ready to believe what people tell them and are gullible.
A <i>malevolent</i> person deliberately tries to cause harm or evil.	malevolent	benevolent	If you describe a person in authority as <i>benevolent</i> , they are kind and fair.
If you are <i>impervious</i> to someone's actions, you are not changed by them.	impervious to	affected by	If you are <i>affected</i> by someone's actions, you are changed by them.
If you <i>dehumanise</i> someone, you treat them as less than human.	dehumanise	defer to	If you <i>defer</i> to someone, you follow them because you respect them or their authority.
If you <i>stabilise</i> someone or something, you make it stable.	stabilise	destabilise	If you <i>destabilise</i> something, you make it unstable.

MATHS








PAPER 1 – NON-CALCULATOR





NUMBER		GEOMETRY AND MEASURE	
TOPIC	HEGARTY	TOPIC	HEGARTY
Fraction of an Amount	 77	Angles and Parallel Lines	  481 483
Decimal to Fraction	 52	Properties of 3D Shapes	 830
Division using Fractions	 70	Polygons	 822
Factors	 27	Quadrilaterals	 560
Percentage of an Amount	 84	Construction of Triangles	 683








ALGEBRA		RATIO	
TOPIC	HEGARTY	TOPIC	HEGARTY
Simple One-step Equations	 178	Proportion Problems	 339
Equation with Unknown on Both Sides	 184	Metric	 691
Expanding and Simplifying	 161	Other Measure	 542

MATHS

PAPER 2 – CALCULATOR

GEOMETRY AND MEASURE		RATIO	
TOPIC	HEGARTY	TOPIC	HEGARTY
Angles and Triangles	 823	Share into a Given Ratio	 332
Area and Volume of Circles	  539 554	Converting Mass	 695
Congruence	 680	Pressure and Ratio	 734

ALGEBRA		STATISTICS	
TOPIC	HEGARTY	TOPIC	HEGARTY
Simplifying with Algebra	 156	Mean	 405
Algebraic Identities	 154	Estimating Mean	 418

NUMBER	
TOPIC	HEGARTY
Money Problems	 745
Fraction Calculations (All Four Operations)	  66 68
Amount as a Percentage	 75
Units of Measure	 691
Types of Numbers	  28 99

SCIENCE

	LEARNING OUTCOME	SENECA	WEBSITE	R	A	G
BIOLOGY	Identify types of cells and how these link to form tissues, organs and systems.	1.1.2	bit.ly/3NxOkAP			
	Explain how to use a microscope and compare the different types of microscopes linking to what they are used for.	1.1.1	bit.ly/3sSjIXC			
	Describe mitosis and meiosis.	–	bbc.in/3sW6kwR			
	Describe different types of disease, how these can be caused, treated, and prevented.	1.4.2	bit.ly/3NC7g18			
	Describe how new drugs are made.	–	bbc.in/3abTofE			
CHEMISTRY	Classify substances as elements, compounds and mixtures.	2.3.1	bit.ly/3wIAaqX			
	Describe each separation technique and decide which to use in given scenarios.	2.1.8	bit.ly/3NCuqEE			
	Describe how the structure of the atom has evolved over time.	–	bit.ly/3NxKdVp			
	Describe how the periodic table is arranged and this changed over time.	2.4.2	bit.ly/3PFqtYz bit.ly/3abPjrQ			
	Describe the key properties of groups in the periodic table.	2.4.1	bit.ly/3wNmucT			
	Describe three types of bonding and explain the properties of each of these types of substance.	–	bit.ly/38ILfow			
	Write word and symbol equations for reactions.	2.6.2	bit.ly/3PCTWvz			
	Describe neutralisation.	2.2.3	bit.ly/3IJXRZG			
PHYSICS	Identify energy stores and transfers.	3.1.1	bit.ly/38Qh7lp			
	Use equations to complete calculations.	–	bit.ly/3MQoF6l			
	Describe renewable and non-renewable energy sources and compare these.	3.1.10 3.1.11	bit.ly/3NAa2E9 bit.ly/3MUWjiYU			
	Describe the properties of waves using appropriate scientific terminology.	3.3.1 3.3.2	bit.ly/39TWqVY			
	Identify different types of force.	3.2.1	bit.ly/3PKKKoE			
	Explain the effect of a resultant force on an object (speed and stretching).	3.2.2	bit.ly/3JJSaL7			
SKILLS	Draw simple graphs to represent data (bar charts, line graphs).	–	bbc.in/3GdfiLo			
	Calculate mean average.	–	bbc.in/39RU89P			
	Round numbers to 2 decimal places.	–	bbc.in/3wL7mwJ			
	Simple unit conversions (minutes to seconds, km to m, cm to m).	–	bbc.in/3Gc3M33			
	Identify anomalies and how to deal with these.	–	bit.ly/3wRbuLE			
	Describe the relationship shown on a graph (directly proportional / inversely proportional).	–	bit.ly/3anVSYC bit.ly/3Gn0Ctw			
	Extrapolate and interpolate from lines of best fit.	–	bit.ly/3wMt04Z			

GEOGRAPHY

LENGTH	50-minutes
LOCATION	Normal Classroom
MARKS	50 marks
ASSESSMENT FORMAT	5 sections – 10 marks per section Multiple choice and written response questions

You will be assessed on the knowledge and skills which you have learned in your Geography lessons throughout this year. The topics that you have covered include:

- Interconnectedness
- Greatest Threats to Our Planet
- Biomes
- Challenge of Natural Hazards
 - Plate Margins
 - Case Study
 - Prediction and Planning for an Earthquake
 - How Tropical Storms Form
 - Cross-section of a Tropical Storm

It is **essential** that you review the key knowledge found within your knowledge organisers. You can also access Seneca Learning or BBC Bitesize to review your learning once you have mastered your knowledge organiser.

We have provided you with homework booklets for Geography and these suggest the type and style of questions you might be asked in your End of Year Assessment so it would be sensible to use these, too, to practice.

RESOURCE	ONLINE ACCESS
Knowledge Organiser <i>Year 9 Curriculum</i>	bit.ly/3NA4FVv
Knowledge Organiser <i>Biomes</i>	bit.ly/3wLZXi3
Seneca Learning	bit.ly/3a95BBO
BBC Bitesize	bbc.in/3wFbS12

HISTORY

LENGTH	50-minutes
LOCATION	Normal Classroom
MARKS	50 marks
ASSESSMENT FORMAT	4 sections Multiple choice and extended response questions

You will be assessed on the knowledge and skills which you have learned in your History lessons throughout this year. The topics that you have covered include:

- Vikings and the Rus
- Mansa Musa
- Constantinople
- Islamic World
- Mongol Empire and the Silk Road
- Black Death
- Piracy
- Enlightenment
- French Revolution

It is **essential** that you review the key knowledge found within your knowledge organisers. Additional resources have been shared via OneNote on your iPad. You can find this by navigating to your History class on OneNote. You can also access Seneca Learning to review your learning once you have mastered your knowledge organiser and OneNote content.

RESOURCE	ONLINE ACCESS
Knowledge Organiser <i>Mughal Empire</i>	bit.ly/3wM0qbn
Knowledge Organiser <i>Mansa Musa</i>	bit.ly/3yWzGPI
Knowledge Organiser <i>Mongols</i>	bit.ly/3yWxHdZ
OneNote	bit.ly/3NBBBx8
Seneca Learning	bit.ly/3LDklpz

FRENCH

LENGTH	50-minutes
LOCATION	Normal Classroom
MARKS	55 marks
ASSESSMENT FORMAT	3 sections as follows: Listening / Reading / Grammar & Writing

You will be assessed on the knowledge and skills which you have learned in your French lessons throughout this year. The topics that you have covered include:

- Unit 1 – Travel and Holidays
- Unit 2 – My Area
- Unit 3 – School Days
- Unit 4 – Looking to the Future

Vocabulary revision is **essential** in developing depth in your written and spoken responses. Use your knowledge organisers to master the common vocabulary you have been developing this year. You can enhance this further by using Linguascope and/or Quizlet.

RESOURCE	ONLINE ACCESS
Knowledge Organiser	bit.ly/3NykSKW
Linguascope (<i>oasismayf / mflmayf</i>)	www.linguascope.com
Quizlet	www.quizlet.com

COMPUTING

LENGTH	30-minutes
LOCATION	Normal Classroom
MARKS	20 marks
ASSESSMENT FORMAT	Formative

You will be assessed on the knowledge and skills which you have learned in your Computing lessons throughout this year. The topics that you have covered include:

- Introduction to Scratch
- Introduction to Python
- Cybersecurity and Computer Systems

To support you in revisiting the key knowledge and skills from this year, please see the resources below. You will complete a revision session in advance of your End of Year Assessment for Computing, and additional revision resources have been shared through your Computing OneNote.

RESOURCE	ONLINE ACCESS
Knowledge Organiser <i>Digital Literacy</i>	bit.ly/3NxltfN
Knowledge Organiser <i>Scratch</i>	bit.ly/3LCTZ7n
Knowledge Organiser <i>Programming</i>	bit.ly/3llyiMp
Seneca Learning	bit.ly/3NASAiK
BBC Bitesize	bbc.in/3LJSLY3
OneNote	bit.ly/3NBBBx8

RELIGIOUS STUDIES

LENGTH	30-minutes
LOCATION	Normal Classroom
MARKS	30 marks
ASSESSMENT FORMAT	Written response questions Extended response questions

You will be assessed on the knowledge and skills which you have learned in your Religious Studies lessons throughout this year. The topics that you have covered include:

- Sanctity of Life
- Pacifism and the Purpose of War
- Beliefs, Teachings and Attitudes around Forgiveness
- Euthanasia and Abortion
- Purpose of Worship

It is **essential** that you review the key knowledge found within your knowledge organisers. Additional resources have been shared via OneNote on your iPad and in your Files section in Teams. You can find this by navigating to your RE class on OneNote and/or Teams.

RESOURCE	ONLINE ACCESS
Knowledge Organiser <i>Forgiveness</i>	bit.ly/3PBn2vf
Knowledge Organiser <i>Worship</i>	bit.ly/3wKyzQh
OneNote	bit.ly/3NBBBx8



END OF YEAR RESULTS DAY

End of Year Assessment Results
will be shared in an assembly on

WEDNESDAY 20 JULY 2022

YEAR 10	08.40 – 09.10am
YEAR 9	09.40 – 10.10am
YEAR 8	11.00 – 11.30am
YEAR 7	12.00 – 12.30pm

Exam results will be published on MCAS
at **3.00pm** for parents / carers to access.