



*Saint Joseph's*  
CATHOLIC SCHOOL

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**Key Stage 3**  
**Revision Booklet**

**Year 9**

ST JOSEPH'S CATHOLIC SCHOOL  
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Dear Year 9 pupils,

In a few weeks, you will all be facing a series of formal assessments. These assessments will test the progress you have made in your first year of secondary school.

Once your teachers have marked the assessments, they will look at your results and come to a judgement about how much (or how little!) you have learned. Based on your achievements in these assessments and your assessments throughout the year subject teachers will be reviewing sets for their subject areas.

Once we have this overall picture, we will look at whether we feel that you are in the appropriate teaching groups. Decisions about this will be made within weeks of you sitting the assessments. If you have done particularly well, a letter of congratulation may be on its way. On the other hand, if you have not performed according to your ability, your parents may have to come up to school for an interview, to discuss your progress.

**As you can see, these assessments are IMPORTANT for the school, for your parents, and (most importantly) for YOU.**

So, what do you do now? Well, **REVISE**, of course! To help you do your very best in the assessments, your teachers have drawn up revision lists – you will find them all in this booklet, along with revision tips and a revision planner to help you organise and use your time wisely. Remember – there should be no need to panic! If you have always worked hard in class and continue to do so, revision will be a pleasure rather than a chore, as it will simply be a matter of checking and confirming what you already know!

When we return from May Half Term, the first week back will be dedicated to revision lessons and you will be following your normal timetable. The second week back will be your assessment week and the normal timetable will be collapsed and replaced with an assessment timetable. All assessments will be taking place during the week beginning the 8<sup>th</sup> June.

All the teachers at St Joseph's wish you success in the forthcoming assessments!

Mr R Rooney



# How to Perform Well in Assessments

This guide is intended to help you with your assessment preparation, so that you can make the most of what you have learned. It does NOT offer you a way around the problem of lack of effort in the past, but it CAN help you make the best use of the time you have left!

The most important thing is to **LISTEN** and **PARTICIPATE** in class. Pay attention and ask for help if/when you need it. The harder you work in class **NOW**, the easier your revision and preparation will be later.

Revising isn't something that should be challenging or difficult at all. What revising is, unfortunately, is time consuming. It takes a while. That's why you might like to start early (nothing to do on a Sunday?)...

## Plan Your Revision

Work out how long you've got to revise before the assessments, and plan how best to use that time. Prepare a revision timetable. Pace yourself, revisiting each subject area regularly in the weeks before the assessments. Don't fool yourself that 'cramming' the night before an assessment will do the trick!



## Preparation

- Be organised. Keep your folders, books etc tidy so that you don't have to waste time looking through clutter.
- Read the subject pages in this booklet carefully to find out what will be assessed in each subject.
- Don't try to revise where there are distractions, like the TV or your games console.
- Eat well, sleep well and take physical exercise – cooping yourself up in one room day after day is unhealthy. You won't perform well if you've locked yourself up with books for weeks!
- Your brain can only concentrate for certain periods of time, so take regular breaks and treat yourself to a reward – go out for a walk, kick a ball about, listen to music.
- Don't let breaks take over though – stick to strict time limits, and don't slump for long periods in front of the TV.
- Make sure you know what equipment you will need for each assessment.
- Make sure you know which assessments are on which days. If you are ill on the day of an assessment, make sure your parent/guardian telephones school immediately to explain.
- Make sure you are comfortable before you go into the assessment room – (e.g. make sure you have been to the toilet)

## Strategies for Revising

There is no one correct way to revise, and each person will have their own approach. Below are a few strategies that you could use to help you revise:



Looking at the subject pages in this booklet identify what areas you need to concentrate on. When you have identified these areas go through your work for the year and create some revision resources (mind maps, flashcards, lists) with the relevant information.

Once you have these revision resources, you can use them to revise by:

- Testing yourself – hide the resource away, can you remember all the information on the resource?
- Get others to test you
  - Give the resource to a family member or friend and ask them to ask you questions relating to the information.
  - Give the resource to a family member or friend and see if you can tell them the information on the resource.
- Look at some of the relevant questions you have done throughout the year in your exercise book or even ask your teachers for some example assessment questions –do the questions using your revision resources as help.

**On the next page is a suggestion on how you could organise your revision time!**

# End of Year Assessment Revision Strategy

Gather →	Filter →	Learn →	Test →
<p><b>Session 1</b> After the first time you have revised a topic, you should not need to do any further 'gathering'</p>	<p><b>Session 2</b> After the 2nd or 3rd time you have revised a topic, you should not need to do any further 'filtering'</p>	<p><b>Session 3</b> Give yourself a variety of activities and change where you work from time to time. Don't forget to revise with friends sometimes too.</p>	<p><b>Session 4 onwards</b> As you approach your assessment date you should spend more and more time on the testing stage and making the tests more challenging.</p>
<b>20% of your time</b>	<b>30% of your time</b>	<b>30% of your time</b>	<b>20% of your time</b>
<p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Revision guides/checklists (see the section on the school website)</li> <li>• Questions you have tackled during lessons</li> <li>• Old assessments you have completed</li> </ul> <p>Before you start, rank the topics you need to cover from most to least confidence. Begin with the topics lowest on the list.</p> <p>Read through and become familiar with the information that you need to know in order to be successful.</p> <p>Identify any bits of knowledge you have missing and go to see your teacher to help fill this gap.</p>	<p>Reduce the amount of information you have down to essential parts of the knowledge. You can do this by:</p> <p>Creating mind maps or flash cards.</p> <p>Creating Crib sheets – these are like pages from a revision guide with all the essential information.</p> <p>Writing 'perfect' assessment answers from your notes.</p> <p>Making your own knowledge organiser or summary sheet of the topics.</p>	<p>Use these strategies to learn the information so that you can recall it easily.</p> <p>Look/cover/write/check</p> <p>Read and repeat information for 2-3 minutes, do something else for 10 minutes and then try to recreate from memory.</p> <p>Complete assessment/assessment questions and then go back and self-mark. Fill in the gaps in a different coloured pen. Revise the bits you missed again.</p>	<p><b>Low stakes testing</b> Easy, quick quizzes which test small pieces of knowledge. This works well for simple facts, dates, key words or important formulae. You must complete some low stakes testing within 24 hours of revising a topic to anchor learning in your memory.</p> <p><b>High stakes testing</b> These are longer assessment style questions which apply knowledge as you would have to in the assessment.</p> <p>These should be completed within 48-72 hours of revising a topic and then repeated regularly to keep your revision 'fresh'.</p>
<p>Gathering is <b>not revision</b>; don't spend ages on this stage.</p>	<p>Copying out information word for word is not filtering or learning.</p>		<p>Silent. No support. Timed.</p>

Follow the instructions to the letter. Read any instructions given on the paper and listen carefully to the teacher who gives out the assessment. Read the questions very carefully, and if there are examples given, study them carefully too. The clue as to how to answer the question will be in the example. Make sure you answer the question given – there isn't much point telling the assessor what you know if it has nothing to do with the question!

Plan your time well in the assessment – if you only manage to attempt half of the questions, the best mark you can possibly get is only 50%! Make sure your answers are well-presented. Write clearly and neatly and label diagrams or pictures if this helps your answer.



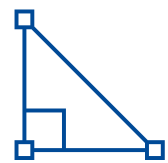
## DON'T PANIC!

Remember, assessments are NOT designed to catch you out – rather, to allow you to show what you have learned. Being calm and thoughtful in the assessment will help you get the most out of your preparation.

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## Message to all parents

Please make sure that your son/daughter is properly equipped for the forthcoming assessments.



As a minimum, they should have several black pens, pencils, a rubber, ruler and pencil-sharpener, mathematical equipment (protractor, compass, and a working calculator) all stored in a clear pencil case.



## Knowledge Organisers:

- Your teacher has given you a knowledge organiser for all topics and you will have in class revision session. These should be in addition to your at-home revision. The knowledge organisers will be re-shared on classcharts



## What knowledge do I need from each module?

### Creation and Covenant

- Imago Dei
- Abortion and Pro-life issues
- Purpose of Marriage and sexuality

### Prophecy and Promise

- The importance of Mary
- Marian Dogma
- Ways of Venerating Mary
- Magnificat

### Galilee to Jerusalem

- Discipleship and the Disciples
- Evangelical Counsels
- Women in ordination

### To the ends of the earth

- Church vs church
- Communion of Saints
- Angels

### Desert to garden

- Sin and forgiveness and this links to Jesus
- Mystery of Redemption
- Capital Punishment

## What skills you need to focus on:

- **Knowledge** – Do you know the keywords, concepts & stories?
- **Describe** – Briefly identify the main parts of stories/events
- **Influence** – How do teachings change a believers behaviour?
- **Explaining** – Can you explain what the stories mean? Use PEE chains.
- **Evaluation** – Can you consider different points of view and come to a conclusion? Drawing on evidence from key text (e.g. scripture) and develop an explanation (PEE).



## What should I revise? How should I revise?

This year, Y9 students have studied Lee's *To Kill a Mockingbird*, *Dystopian Literature Extracts* from a range of authors, and Shakespeare's *Othello*, alongside a range of linked poetry and non-fiction. They have developed their knowledge and understanding, as well as both their reading (analytical) skills and writing (creative) skills.



As such, the End of Year Assessment will consist of:

- 10 Multiple Choice Knowledge Questions on a range of topics and areas studied
- A task linked to an extract of *Othello*, assessing their reading (analytical) skills where they will write a PEAL paragraph
- A short task assessing their writing (creative) skills.

### Revision Activities

On Class Charts there are a range of resources to support students with their Revision. These include

- Knowledge Organisers for the key texts studied
- High Level Vocabulary
- KS3 Key Terminology
- PEAL sentence starters

Suggested activities include self-quizzing, look-cover-write-check and the creation of revision notecards or posters.

## Key Topics Covered

### 1. KS3 Recap

- **Vocabulary:** Name, age, birthday, hair and eyes, where I live, family members and age, pets and description, jobs, personality, clothes, free-time, weather, daily routine, next weekend, last weekend
- **Grammar:** adjective agreements, present tense, reflexives, past tense, near future tense

### 2. ¡Diviértete! (Have Fun!)

- **Vocabulary:** Sports, social media, gaming, music, TV, film
- **Grammar:**
  - Present tense (regular, irregular, stem-changing verbs)
  - Near future tense (*voy a + infinitive*)
  - Preterite tense (past)
  - Direct object pronouns
  - Opinion verbs and frequency expressions

## Grammar Focus

- **Tenses:**
  - **Present:** *juego, veo, uso*
  - **Near Future:** *voy a jugar, vamos a ver*
  - **Preterite:** *jugué, vi, usé*
  - **Imperfect:** *jugaba, veía*
- **Direct Object Pronouns:** *lo, la, los, las*
- **Comparatives:** *más... que, menos... que*
- **Superlatives:** *el más interesante, la mejor película*

## Phonics Tips

- **Vowels:** a, e, i, o, u
- **Diphthongs:** *ai, ei, ia, ie, ua, ue, io, iu*
- **Stress Patterns:** Learn where to place emphasis in words
- **Spelling Changes:** *-qué, -gué* in the preterite
- **Cognates:** Words that look similar in English and Spanish

## **Assessment Tasks**

- **Speaking:** Talk about your hobbies, technology use, and a film
- **Writing:** 90–150 word tasks using 3+ tenses
- **Reading & Listening:** Understand vocabulary and grammar in context
- **Translation:** English ↔ Spanish using familiar structures

## **Top Tips for Success**

- Use **sentence builders** to structure your answers
- Practice **phonics** to improve pronunciation
- Revise **vocabulary** regularly using flashcards or apps
- Try writing in **4 tenses** (present, past, near future, imperfect)
- Watch **Spanish films** and explore cultural topics



## Key Topics Covered

### 1. KS3 Recap

- **Vocabulary:** Name, age, birthday, hair and eyes, where I live, family members and age, pets and description, jobs, personality, clothes, free-time, weather, daily routine, next weekend, last weekend
- **Grammar:** adjective agreements, present tense, reflexives, past tense, near future tense

### 2. Tu as du temps à perdre?

- **Vocabulary:** Social media, gaming, sports, music, shopping, TV, film, food, tourist attractions
- **Grammar:**
  - Present tense (regular & irregular verbs)
  - Perfect tense (with *avoir* and *être*)
  - Near future tense
  - Negatives and question formation
  - Using opinion verbs with nouns and infinitives



## Grammar Focus

- **Tenses:**
  - **Present:** *je joue, je fais, je regarde*
  - **Perfect:** *j'ai joué, je suis allé(e)*
  - **Near Future:** *je vais jouer*
  - **Imperfect:** *je jouais, j'allais*
- **Negatives:** *je ne regarde pas, je n'ai rien fait*
- **Questions:** *Qu'est-ce que tu fais ?, As-tu regardé ?*
- **Comparatives:** *plus... que, moins... que*
- **Superlatives:** *le meilleur, la plus intéressante*



## Phonics Tips

- **Silent Letters:** Final *s, t, x* often silent
- **Liaison:** Link final consonants to vowels (e.g. *vous avez*)
- **Common Sounds:**
  - *é* (as in *été*)
  - *qu, j, u* vs *ou*
  - Nasal vowels: *an, on, in, un*
  - Elision with *h* (e.g. *l'homme*)



## Assessment Tasks

- **Speaking:** Answer questions in 3 tenses
- **Writing:** 90–150 word tasks using 3+ tenses
- **Reading & Listening:** Understand vocabulary and grammar in context
- **Translation:** English ↔ French using familiar structures



## Top Tips for Success

- Use **sentence builders** to structure your answers
- Practice **phonics** to improve pronunciation
- Revise **vocabulary** regularly using flashcards or apps
- Try writing in **4 tenses** (present, past, near future, imperfect)
- Watch **French films** and listen to French music to build cultural awareness



Topics that will be tested in the summer assessment:

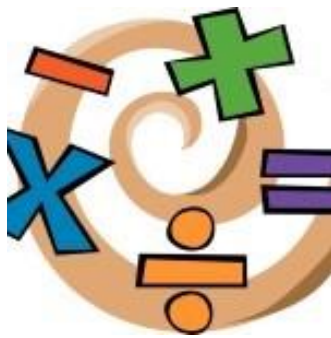
Year 9 HIGHER TOPICS				
Algebra	Geometry	Number	Data	Ratio/Proportion
<ul style="list-style-type: none"> <li>• Solve quadratic</li> <li>• Form an equation</li> <li>• Algebraic fractions</li> <li>• Graphing Inequalities</li> <li>• Inequalities</li> <li>• Drawing quadratic graphs</li> <li>• Rearranging</li> <li>• Equation of a straight line</li> </ul>	<ul style="list-style-type: none"> <li>• Volume of 3D shapes</li> <li>• Area of 2D shapes</li> <li>• Similar triangles</li> <li>• Angles in Polygons</li> <li>• Transformations</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions</li> <li>• Indices</li> <li>• Multiplication and division with decimals</li> <li>• Standard form</li> <li>• Bounds</li> <li>• Error intervals</li> <li>• HCF and LCM</li> </ul>	<ul style="list-style-type: none"> <li>• Scatter graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage change</li> <li>• Use of ratio</li> </ul>

Year 9 FOUNDATION TOPICS				
Algebra	Geometry	Number	Data	Ratio/Proportion
<ul style="list-style-type: none"> <li>• Linear sequence</li> <li>• Expanding / factorising</li> <li>• Solve two step equation</li> <li>• Simplify</li> <li>• Indices</li> <li>• Inequalities on a number line</li> </ul>	<ul style="list-style-type: none"> <li>• Name 2D and 3D shapes</li> <li>• Use of Scale drawing</li> <li>• Enlargement</li> <li>• Convert units of length</li> <li>• Order decimals</li> <li>• Reflection</li> <li>• Angle facts</li> </ul>	<ul style="list-style-type: none"> <li>• Convert between %, decimals and fractions</li> <li>• Order numbers by size</li> <li>• Rounding</li> <li>• Square numbers</li> <li>• Fraction of an amount</li> <li>• Triangular numbers</li> <li>• Factors and multiples</li> <li>• BIDMAS</li> <li>• Write one quantity as a fraction of another</li> <li>• Use a calculator</li> <li>• Compare fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a bar chart</li> <li>• Interpret pictogram</li> <li>• List possible outcomes</li> <li>• Use a two-way table</li> <li>• Line graph</li> <li>• Interpret a pie chart</li> </ul>	<ul style="list-style-type: none"> <li>• Money problem</li> <li>• Use of ratio</li> <li>• Speed calculation</li> <li>• Real life graphs</li> </ul>

For more detail on the topics above, ask your teacher.

## How do I revise for Maths?

- Use the notes in your exercise book. Take note of the 'working out' methods.
- Go through previous homework on Sparx Maths to practice answering questions.
- Use the independent learning on Sparx maths (videos and online tasks). Check in with your teacher if you are unsure about anything.
- Use MathsWatch to support your revision. There are fantastic one-minute clips on all topics.



**To revise Maths, you MUST 'do' Maths.** You can't just read from your exercise book.

**Equipment needed:**

Pen, pencil, eraser, pencil sharpener, ruler, compass, protractor, calculator.



At this stage, you are all studying Combined Science AQA Trilogy. You will sit one paper with questions from all three sciences on the paper.

Topics that will be tested in the summer assessment:

**Biology:**

B1: Cell Biology

B2: Organisation

**Chemistry:**

C1: Atomic Structure

C2: Bonding and Structure

**Physics:**

P1: Energy

P2: Electricity

P3: Particle Model of Matter

**Useful Revision Websites:**

- <https://www.physicsandmathstutor.com/>
- [https://www.primrosekitten.com/?srsrtid=AfmBOorKU\\_5KpdbLSM5l8oVtvoyC6prtBAbQRla1y7TXDFK4EVr2Sh0U](https://www.primrosekitten.com/?srsrtid=AfmBOorKU_5KpdbLSM5l8oVtvoyC6prtBAbQRla1y7TXDFK4EVr2Sh0U)
- <https://cognitoedu.org/home>
- <https://www.cgpbbooks.co.uk/resources/free-gcse-science-10-minute-tests>
- <https://www.bbc.co.uk/bitesize/assessmentspecs/z8r997h>

You will have **recall questions** linking to content that you have studied from **across Year 9.**



1. Section A will have 5 multiple choice questions on the Russian Revolution
2. Section B will be a key words to match for definitions for the Holocaust
3. Section C will be source analysis on Women's roles in WW2

1. You will then have an **extended writing** task focusing on:

- The most significant turning point of WW2
  - Operation Barbarossa, Invasion of Crete and others you have studied
  - Why is it significant – did it change the military, did it change the outcome of the war, did it have an impact on civilian lives?
- Challenge thoughts: Are the events linked or are they important in their own right?

**Key Words:**

Use your knowledge organiser to learn key vocabulary

**Key Skills:**

- Cause and consequence
- Using PEE chains
- Making a judgement on significance

ARE Grade	Key concepts: significance, causality, continuity and change
<b>Working Below</b>	I can recall some relevant facts. I can write in full sentences, using capital letters and full stops. I can identify a turning point of WW2.
<b>Working Towards</b>	A simple evaluation of the turning point based on either short or long term implications for the war. Some details given with detailed knowledge. PEE chain used.
<b>Meeting</b>	Developed evaluation of turning points based on a detailed understanding of events. Full use of the PEE chain with selected and organised, relevant information including key terms and dates with a developed conclusion to explain significance
<b>Exceeding</b>	Complex evaluation of a turning point with reference to other events. A substantiated conclusion is reached independently. Shows an excellent understanding of the turning points, dates and key events as well as short and long term implications.

The assessment will focus on 'The Geography of Conflict'.

Section 1 – **Multiple choice recall questions** on the conflicts studied

Section 2 – **Extended writing** – a newspaper article on the conflict of your choice (from the list below) focusing on:

- An overview of the conflict
- The impacts of the conflict
- Quotes – what might people be saying about the conflict
- Key facts
- Your opinion on the conflict
- Suggestions/ideas on how the conflict could be stopped



Key Idea	Enquiry Question
<b>The Geography of Conflict</b>	What underlying forces cause conflicts to emerge, and why do they take different forms in different places?
<b>Blood Diamonds of Sierra Leone</b>	How do valuable natural resources become drivers of violence rather than development?
<b>Water conflict in the Aral Sea</b>	How can competition for essential resources turn cooperation into conflict?
<b>The Child Soldiers of Central Africa</b>	How are children exploited by conflict?
<b>The end of the orangutans of our Rainforests</b>	Why does environmental destruction create conflict?
<b>Landmines and food insecurity in Somalia</b>	How do the long-term legacies of conflict continue to shape people's safety, livelihoods, and access to food?
<b>Tension in The South China Sea</b>	Why do nations risk confrontation over oceans and islands that most people will never see?
<b>Conflict in Crimea</b>	How do history, identity, and politics combine to make some places permanently contested?
<b>Gender inequality in Afghanistan</b>	How does conflict reshape everyday life, especially for those with the least power?
<b>HS2 – Not In My Back Yard!</b>	Why do conflicts emerge when national priorities clash with local interests?

**Good luck –  
you'll be great!**

Please remember to ask your  
teachers if you need any help.



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