

Year 9 Revision Booklet

2017



Introduction

After Easter, you will have several assemblies focusing on revision, time in PSHE lessons, and also some time during form periods to look at revision techniques and possibly try out a few ways of effective revision. The most important thing is to make sure that your notes are complete. If there are gaps of any sort you must ensure you copy these up, or perhaps copy someone's book and stick this in your own exercise book, (it goes without saying that this work must be acknowledged as your friend's work).

This booklet is designed to signpost the main areas for revision *but your subject teachers may well give you more detailed information and guidance*. Maths sets will be told which topics will be tested from the full list included here - please see your Maths teacher for these.

Finally, remember that the exams are not something to stress or worry about, but rather an opportunity to celebrate what you know.

Exams begin on Thursday 8th June. Please note that there are no Art, DT, Music or PE exams as these practical subjects are assessed throughout the year.

Good luck!

Mr Clancy
Head of Year 9

Revision Techniques

1. Mindmapping
2. Creating revision cards
3. Post-It notes (for key words and definitions)
4. Hot seating (with friends or family)
5. Note taking
6. Writing your own test/exam
7. Teaching the topic to parents/friends/siblings
8. Using your parents as examiners
9. Mnemonics
10. Reading aloud, recording on phone, listening back
11. Re-doing past worksheets and tasks
12. Making a revision game (pairs, snap, snakes and ladders with questions to answer)
13. Using revision apps e.g:
 - Quizlet
 - Simplemind
 - Flashcards
 - Speakeasy
 - Book Creator
 - Spark Video

English

You will need to revise the Shakespeare play that you have studied during the year (it will vary depending on your teacher). You will be permitted to take the text into the exam plus one side of A4 preparatory notes.

Maths

Topics covered during Year 9 (some variation will occur depending upon the level of the set)

Number: Standard form, significant figures, percentages (including reverse method), repeated percentage change.

Algebra: Indices (including negative integers), removing brackets and simplifying, equations, rearranging formulae, substitution (including use of negative numbers and fractions), inequalities and the number line, simultaneous equations, algebraic fractions (expressions and equations), expanding pairs of brackets, quadratic expressions, factorising quadratic expressions.

Graphs: Plotting straight lines, equations of straight lines, gradient and intercept, quadratic graphs.

Shape and Space: Pythagoras' Theorem, trigonometry, similar triangles, volumes of prisms, surface area, polygons, transformations.

Handling Data: Mean from a frequency table, median, mode and range, cumulative frequency, interquartile range, probability using tree diagrams.

Physics

Waves and their properties

1. Waves - key terms and definitions.
2. Properties of waves.
3. Longitudinal and Transverse waves.
4. Reflection.
5. Refraction, total internal reflection.
6. Electromagnetic spectrum - properties and uses.

Electricity

1. Current.
2. Voltage.
3. Circuit rules.
4. Resistance.
5. Ohms law.
6. Temperature dependence of resistance.

Heat and heat transfer

1. States of matter.
2. Heat and temperature.
3. Conduction.
4. Convection.
5. Radiation.
6. Insulation both at home and humans.

Motion

1. Speed, distance and time.
2. Distance time graphs.
3. Relative motion, idea of velocity.

Energy

1. Conservation.
2. Sankey diagrams.
3. Methods of generating electricity.
4. Renewable and non-renewable.

Moments

1. Centre of mass and how to locate.
2. Moments.
3. Balancing see-saws.

Chemistry

1. The reactivity series.
 2. Extraction of metals.
 3. Oxygen.
 4. Oxides.
 5. Hydrogen.
 6. Water.
 7. Crude oil.
 8. Organic chemistry.
 9. Alkanes.
 10. Alkenes.
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Biology

1. Cells and cell structure.
2. Animal organs.
3. Diet and exercise.
4. The nervous system.
5. The use and abuse of drugs.
6. Dissolved substances - Diffusion, osmosis and active transport.
7. Plant organs.
8. Photosynthesis.
9. Exchange systems and transport in plants.

Use your text book in addition to work in exercise books

Geography

Generic Atlas Work

1. Lines of latitude, longitude, continents oceans etc.
2. 'What is it like on the equator?'
3. Convection rainfall.
4. Why we can have ice on the Equator?

Galapagos Islands - Their Evolution and Formation

1. Location of the Galapagos.
2. The main Islands that make up the Galapagos and how they were formed.
3. Why are they so diverse in terms of species?
4. How can penguins survive there?
5. Weather and climate (El Nino).
6. Habitat zones.
7. Darwin and his travels (Theory of natural selection).
8. Effects and threats to the Galapagos.
9. Sustainable use of the Galapagos.

Climate Change

1. Structure of our Atmosphere.
2. The Green house effect.
3. Global Warming – the causes, effects.

Sea Level Rise and the Kiribati Islands

1. Where are the islands.
2. How where they formed?
3. Climate of the islands and the effects of sea level rise.

IndoMet Project

1. Where is it? What is it?
 2. How is it damaging the environment?
 3. The positives and negatives of the IndoMet project.
 4. The solutions to the issues surrounding the Indo Met project.
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History

The History exam will be split equally between source work questions and an essay. Source work will feature a range of written extracts and pictures with associated questions. The essay will have three parts, worth 4, 6 and 10 marks. Students will be very familiar with the format of the exam from their Autumn and Spring term assessments earlier in the year. The source work will be on the era of the Second World War, with the essay question on the Industrial Revolution.

Religious Studies

The Year 9 Religious Studies examination paper will be divided into three sections.

Section One - Critical Thinking and Key Ideas

This will be a series of short questions to assess your basic knowledge of philosophical concepts and definitions in general. You may also be asked to identify examples of good and weak reasoning, and different types of belief.

Section Two - Philosophy of Religion.

This will be a series of longer questions which will test your knowledge and your level of understanding.

Section Three - Critical Thinking and Philosophy of Religion in Practice

This will be a source based question where you will need to bring to together all the general elements of the work we have done this year.

There will be a significant number of marks that come from questions that ask you to explain your opinions. You must ensure that you:

- make your point clearly,
- include examples and evidence to back up the points that you make,
- show that you understand there is more than one point of view.

Topics you need to cover (could pop up in either section one or two):

If the topic is not on the list then you won't be asked a detailed question about it.

1. Definitions of key words for use in philosophy (proof, probability, theory etc).
2. Types of beliefs and examples of them (factual statement, theory value judgement etc).
3. Key ideas from Buddhism:
 - three Universal Truths,
 - four Noble Truths.
4. Definitions of the nature of God ('Omni' words).
5. Use of metaphors to describe God (pros, cons and examples).
6. Plato's Cave - the analogy (story) and its meaning.
7. Religious Experience Argument for the existence of God - basic outline, strength and weakness.
8. First cause argument - basic outline, strengths and weaknesses.

French

There will be an exam in each of the four skills - oral, listening, reading and writing. Revise the following topics:

Module 1

1. Home town and location, likes and dislikes.

Module 2

1. My family and jobs.
2. Leisure activities.
3. My house and home life and household chores.

Module 3

1. Future plans.
2. Locations and directions.

Module 4

1. Healthy eating and activities.

Module 5

1. School uniform and clothes and fashion.
2. Pocket money.

Previous Topics (Year 7 and 8):

School subjects, the time.

Grammar:

1. Present tense, perfect tense, future tense and use of depuis.
2. Adjectival agreement and position.
3. Comparatives and superlatives.
4. Use of du, de la, des, de l' + au, à la, aux, à l'.
5. You should also be able to include opinions and detailed descriptions.

Oral preparation is supplied separately. In class, students will prepare answers to questions based on the topics supplied. This will be marked and should be learnt for the oral exam before half term - there will be ten questions based on two topics that students have chosen in advance.

Latin

Nouns

Learn the singular and plural endings for nouns and adjectives in each of the three declensions.

Recognise and translate the different cases:

1. Nominative - the subject of the sentence (i.e. the thing doing the action of the verb).
2. Accusative - the object of the sentence (i.e. the thing suffering the action of the verb).
3. Genitive - translate of (indicates possession or amount).
4. Dative - translate to or for (also known as the indirect object).

e.g. Grumio cenae panem mercatoris emebat.

Grumio was buying the merchant's bread for dinner.

Nominative **Dative** **Accusative** **Genitive**

Adjectives

Adjectives **MUST** agree (describe) with a noun in **NUMBER** (singular or plural). **GENDER CASE**.

1. Puella bona - the good girl: feminine, nominative, singular.
2. Leones ingentes - the huge lions: masc, nom or acc, plural.
3. Mercatori probo - for the honest merchant: masc, dative, singular.

Notice example number 3 - the adjective and the noun come from different declensions.

Recognise and translate the three different strengths:

1. Ordinary: laeta, laetus - happy
2. Comparative: laetior - happier
3. Superlative: laetissima, laetissimus - very happy, happiest.

Verbs

1. Be able to recognise and correctly translate the four tenses:

- Present Tense - is _____ing/ _____s
- Imperfect Tense - was/were _____ing
- Perfect Tense - (have) _____ed
- Pluperfect Tense - had _____ed

2. Know the personal endings for each verb:

	Present	Imperfect	Perfect	Pluperfect
I:	o	bam	i	eram
you:	s	bas	isti	eras
s/he/it:	t	bat	it	erat
we:	mus	bamus	imus	eramus
you:	tis	batis	istis	eratis
they:	nt	bant	erunt	erant

- Bregans in fundo cantat - Bregans is singing in the garden (present)
- ego per viam ambulabam - I was walking along the street (imperfect)
- vos Salvium audivit - You (plural) heard Salvius (perfect)
- servus e urbe fugerat - the slave had fled from the city (Pluperfect)

Irregular Verbs

Present Tense

sum	I am
es	you are
est	s/he/ it is
sumus	we are
estis	you (pl) are
sunt	they are

Imperfect Tense

eram	I was
eras	you were
erat	s/he/it was
eramus	we were
eratis	you (pl) were
erant	they were

possum	I am able/can
potes	you are able
potest	s/he/it is able
possumus	we are able
potestis	you (pl) are able
possunt	they are able

poteram	I was able
poteras	you were able
poterat	s/he/it was able
poteramus	we were able
poteratis	you (pl) were able
poterant	they were able

volo	I want
vis	you want
vult	s/he/it wants
volumus	we want
vultis	you (pl) want
volunt	they want

volebam	I was wanting
volebas	you were wanting
volebat	s/he/it was want
volebamus	we were wanting
volebatis	you (pl) were wanting
volebant	they were wanting

nolo	I don't want
non vis	you don't want
non vult	s/he/it doesn't want
nolumus	we don't want
non vultis	you (pl) don't want
nolunt	they don't want

nolebam	I was not wanting
nolebas	you were not
nolebat	s/he/it was not
nolebamus	we were not
nolebatis	you (pl) were not
nolebant	they were not

Pronouns

Nom	ego	I	tu	you
Acc	me	me	te	you
Dat	mihi	to/for me	tibi	to/for you

Nom	nos	we	vos	you
Acc:	nos	us	vos	you
Dat	nobis	to/for us	vobis	to/for you

Relative Pronouns: who, which

Nom	qui	quae	quod	Singular
Acc	quem	quam	quod	

Nom	qui	quae	Plural
Acc	quos	quas	

A relative clause is a 'sentence within a sentence' used to describe a noun.

e.g. puella, **quae Latinam discebat**, diligenter laborabat.

The girl, **who was learning Latin**, was working carefully.

Relative Clause

In this example, the relative clause refers to the girl (puella). She is described as learning Latin.

Vocabulary - from vocab list on Firefly

stage 13: page 22

stage 14: page 42

stage 15: page 58

stage 16: page 74

Background Sections

stage 13: page 16-21

stage 14: page 36-41

stage 15: page 55-57

stage 16: page 68-73

German

The end of year examination will consist of three parts: speaking, listening and reading, and writing. The speaking part will take place well in advance of the exam week where you have to answer ten questions on two topics. The writing part you will be asked to write about; your last weekend, your school, your house and your free time activities. In order to get full marks you should try to write in more complex sentences using linking words, at least two different tenses and be able to express your opinion.

In preparation for the listening and reading part you should work out the meaning and learn the vocabulary below in addition to the vocabulary in LOGO 3+4 (photocopies in the yellow booklet) and complete the exercises below. The yellow booklet is also a very good resource to revise from. Viel Glück!!

Nützliche Vokabeln

Hobbies

1. Schlittschuh fahren/Schlittschuh laufen.
2. segeln.
3. in den Bergen wandern.
4. reiten.
5. entspannend.
6. das Freibad.
7. das Hallenbad.

Transport

1. mit dem (Fahr)rad.
2. der Verkehr.
3. die Straße.
4. der Lastwagen.
5. die Straßenbahn.

Medien

1. die Sendung(en).
2. Fernsehen (ferngesehen).

In der Stadt

1. Das Lebensmittelgeschäft.
2. Grünanlagen.
3. die Fabrik(en).
4. die Metzgerei.
5. die Bäckerei.
6. verschmutzt.
7. Verkehrsverbindungen.
8. entfernt.

Arbeiten zu Hause

1. abspülen/abwaschen.
2. abtrocknen.
3. staubsaugen.
4. bügeln.
5. Wäsche waschen.
6. aufräumen (aufgeräumt).
7. putzen.

Meinungen sagen

1. Ich finde das schwierig
schrecklich
gefährlich
langweilig
anstrengend
2. Ich kann ...nicht leiden.
3. Ich hasse das.
4. Ich mag das nicht.

Gesundheit/Essen

1. Die Vorspeise.
2. Das Abendessen.
3. Das Mittagessen .
4. rauchen.
5. das Brötchen.

Die Schule

1. Die Aula.
2. Das Fach.

Allgemeines

1. oder
2. auch
3. laut
4. beides
5. einschlafen
6. ehrlich gesagt
7. leicht A. _____ B. _____
8. wichtig
9. zu zweit
10. zu sechst

Übung: Choose the correct word from the list below and write the letter in the gap.

Hallo, wie geht es ...A.....?

Ich wohne in einem kleinen in der Nähe von Stadthagen in Norddeutschland. Hier gibt es keine Berge, aber wir haben einen Fluß, wo wir spazieren gehen können. Jeden gehe ich dort mit meinem Hund spazieren. Im kommen viele Touristen in unser Dorf, wir ein mittelalterliches Schloß haben. Hannover ist ungefähr 45 von meinem Dorf entfernt. Man kann dort mit dem hinfahren und einkaufen gehen. Ich mache das manchmal am Wochenende. Hier gibt es auch gute Wir haben ein großes Sportzentrum. Letzte Woche ich dort Badminton gespielt. Leider gibt es hier kein Gymnasium und deshalb muss ich zehn Kilometer mit dem Bus fahren, um zur zu kommen. Das dauert sehr lange und ist total

- A dir
- B Abend
- C Kilometer
- D langweilig
- E habe
- F Dorf
- G Sommer
- H Zug
- I weil
- J Sportmöglichkeiten
- K Schule

...../10

Year 9 Wiederholung

Positiv, negativ oder in der Mitte?	positiv	Weder noch	negativ
Radfahren ist zu gefährlich.			
Wir haben eine schöne Fußgängerzone.			
Ich habe Angst vor Krieg.			
Zum Nachtisch esse ich gern Eis und Heiß			
Die Verkehrsverbindungen in meiner Stadt sind nicht schlecht.			
Sauerkraut kann ich nicht leiden.			
Ich mag es nicht, dass es keine Sportmöglichkeiten gibt.			
Ich interessiere mich ein bisschen für Zeichentrickfilme.			
Als Vorspeise gibt es etwas Leckeres, z. B. Salat.			
Meine Mutter mag nicht, wenn ich spät nach Haus komme.			
Die Berge sind wunderschön.			
Ich muss 20km mit dem Bus fahren. Das kann ich nicht leiden.			
Ich möchte später nicht auf dem Land wohnen.			
Meine Schwester findet meine Freunde ganz ok.			
Sie hasst Mathe.			
Leider ist da nicht viel los.			
Mein Lieblingsessen ist nicht unbedingt Fleisch.			
Es gefällt mir nicht, wenn meine Mutter mein Zimmer aufräumt.			

Make sure you understand all the sentences above.

Welche Zeit?	Past	Future	English meaning
Der Bus ist pünktlich angekommen?			
Am Wochenende werde ich Musik hören.			
Du wirst in meinem Bett schlafen.			
Letztes Jahr bin ich dreimal pro Woche ins Fitnesszentrum gegangen.			
Meine Familie ist ins Kino gegangen.			
Ich habe viele Freunde eingeladen.			
Heute Abend werde ich früh ins Bett gehen.			
Gestern habe ich mein Zimmer aufgeräumt.			
Für meine Freunde werde ich einen Kuchen backen.			
Wir waren im Kino.			
Er hat für mich gekocht.			
Wirst du für mich kochen?			
Wir haben in der Pause mit dem Lehrer geredet.			

Translate the following questions into German:

- | | |
|--------------------------------------|--------------------------------|
| 1. What do you like eating? | 4. Are you shy? |
| 2. What do you do in your free time? | 5. What is your worst subject? |
| 3. What don't you like eating? | |

Italian

The end of year examination will consist of: listening, reading and writing. The speaking component will take place well in advance of the exam week and you will have to prepare ten questions on two topics. You will find the questions on Firefly.

Topics/Content:

- Chiamarsi (nome cognome).
- Stare, essere, avere (including negative using non)
- I numeri 1-1000.

- Saluti e presentazioni formale/informale.

- I mesi e le stagioni dell'anno.
- Le feste principali (including birthday: il tuo/il suo compleanno).

- Com'è?/Come sei?
- Aggettivi di carattere.
- Lo zodiaco (including dal...al).

- Classroom language and objects.
- Colours.

- Countries, nationalities and languages.

- Family.
- Mio/mia/i miei.

- Tempo libero: talk about different sports and activities, hobbies and pastimes.
- More negatives: non...mai, né... né, non...niente, etc.
- Expressing opinions and preferences: mi piace, preferisco, non mi piace, detesto, odio.
- Use of modifiers: molto, abbastanza, un pò.
- Extending sentences: perchè? dove? con chi? quante volte?
- Revision of articoli determinativi and preposizioni semplici.
- Preposizioni articolate.
- Extending sentences: con chi? quando? quante volte la settimana? dove?
- Inviting somebody, accepting, refusing an invitation.
- Talk about pets. Describe your pets/ideal pet.
- Introducing the past: passato prossimo con avere and essere.
- A casa: Talk about your home town, your area. Give your opinion.
- Describe your house outside/inside.
- Say where things are.

Grammar:

Nouns and adjectives singular, plural, masculine, feminine agreements.

The definite article and the indefinite article.

Present tense of regular verbs ending in - ARE, -ERE, -IRE.

Present tense of irregular verbs: essere, avere, fare, potere, dovere, volere, andare, uscire, venire.

Mi piace /non mi piace, Mi piacciono / non mi piacciono.

Prepositions, compound prepositions.

Conjunctions.

Possessive adjectives.

Thinking About Revision

Getting prepared – Revision Plan



- Start with a plan – a blank timetable is best.
 - Add the dates of your exams
 - Include any clubs or activities that you do
 - Add any important dates (birthdays etc.)
- Now add your subjects – aim to revise 2 subjects per night and 3 subjects per day at the weekend. Don't forget homework – you may still have homework to complete so allocate a time to do that too!
- Don't forget to devote equal time to all of your subjects (don't ignore the ones you find hard or don't like – they need attention too!).
- And don't forget relaxation time, though make sure it is after you have done your homework and revised.

Get organised

- You will need pens, pencils, coloured crayons, highlighters, paper, a file to keep your notes in and a quiet place to work.
- Find out from your teachers what you need to revise. Be prepared – they might say **EVERYTHING!** Indicate this on your revision lists.
- Now go through your revision lists and identify any areas you are unsure of – This is where you will need to start your revision!



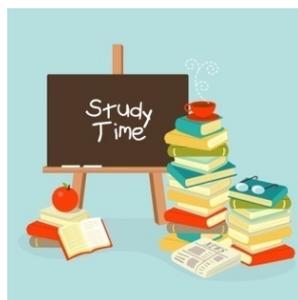
What next? – Revision Lists

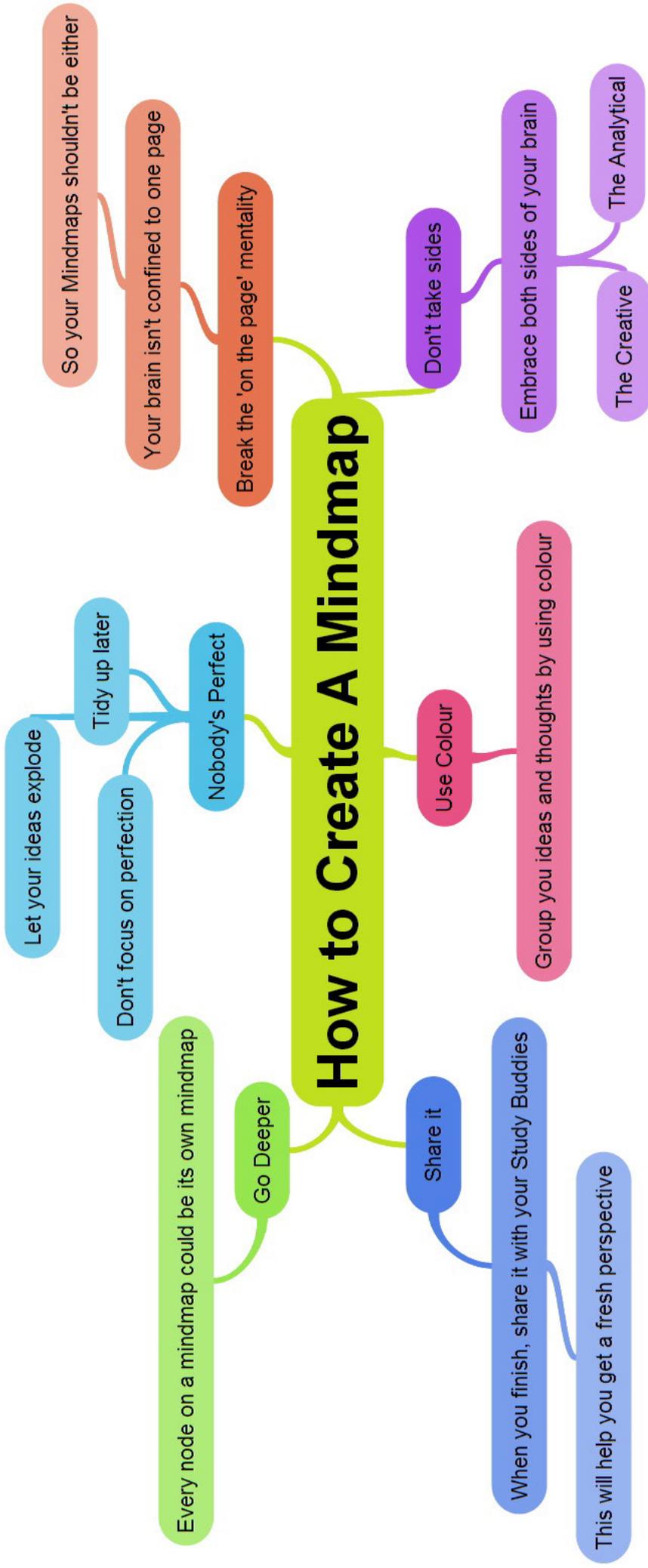
- Now you have a **revision plan**, you need to know what to revise!
- Start with a blank sheet of paper and write the subject at the top, e.g. Geography.
- Open your exercise book or file and starting at the beginning, list all of the topics you have covered in class.
- Repeat for each subject.
- You now have **revision lists** for every subject.



Just get started!

- Spend no more than 30 minutes on any subject.
- Take a short break (5-10 minutes).
- Change subject and work for another 30 minutes.
- Tick off the topics as you revise them – This is **REALLY** important as it will give you a sense of achievement and allow you to see what you have covered and what is still to do!







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