

# Year 9 Revision Booklet

## 2016



## 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.

Your planner also has several helpful revision aids at the back so please make use of 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 9th June. Please note that there are no Art, DT or PE exams as these practical subjects are assessed throughout the year.

Good luck!

Mr Jackson-Turnbull  
Head of Year 9

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## 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
  - Adobe Voice

## English

You will need to revise a 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.

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## 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), compound interest.

**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.

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## 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.
- 

## 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**

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## Geography

### World development

1. Development indicators - How to measure world development.
2. North/South Divide - Where is it, what is it, is it any use?
3. HDI - What is it, how is it measured, is it any use?

### India

1. Physical geography - Where are the mountains, rivers, deserts etc located?
2. Human geography - Where are the largest cities/and highest population density found?
3. The relationship between the physical geography and the human geography.
4. Dharavi - squatter settlements - What are they, what are the living conditions like?

### Geographical mysteries

1. Race Track Playa - Where is it, what is going on and why is it happening?
2. Salar De Uyuni - Where is it, what is it, should it be exploited?
3. Nazca Lines - What and where are they, how are they made, what are the main theories behind their creation?

### Hello from 2050

1. Resource depletion - What are the Tar sands and what are the likely effects of developing them?
  2. Population growth - How has the world's population changed over time and what can be done about it?
  3. Global warming - What is the difference between this and the Greenhouse effect? What is causing global warming and what are the likely future effects?
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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.

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## Music

1. Samba (knowledge of instruments and their names, musical structure and style).
2. Keyboard skills (comprehensive understanding of notes on the keyboard).
3. Music notation, treble and bass clef.
4. School of Rock (recognising instruments in a rock band and compare cover versions).
5. Musical elements.
6. Music appreciation (listening to music and being able to identify what you are listening to).
7. Time signatures.
8. Musical terms (ostinato, chords).
9. Instruments of the orchestra.
10. Percussion instruments (tuned or untuned).

## French

There will be an exam in each of the 4 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.

### 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 picture supplied. This will be marked and should be learnt for the oral exam after half term.

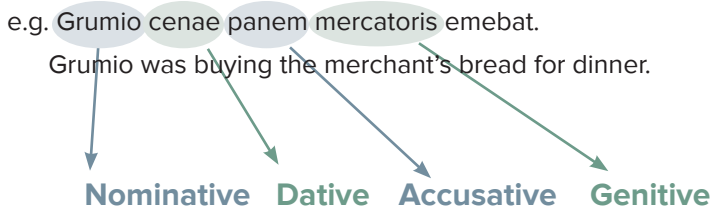
# Latin

## 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).



## 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.

## 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:

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

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

### Imperfect Tense

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

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

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

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

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

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

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

### Pronouns

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

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



### Relative Pronouns: who, which

<b>Nom</b>	qui	quae	quod	<b>Singular</b>
<b>Acc</b>	quem	quam	quod	

<b>Nom</b>	qui	quae	<b>Plural</b>
<b>Acc</b>	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.

### Demonstrative Adjectives: words for 'this' and 'that'

<b>Nom</b>	hic	haec	hoc	<b>Singular</b>
<b>Acc</b>	hunc	hanc	hoc	

<b>Nom</b>	hi	hae	<b>Plural</b>
<b>Acc</b>	hos	has	

<b>Nom</b>	ille	illa	illud	<b>Singular</b>
<b>Acc</b>	illum	illam	illud	

<b>Nom</b>	illi	illae	<b>Plural</b>
<b>Acc</b>	illos	illas	

### Vocabulary - From Vocab list on Firefly

#### 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 3 parts: speaking, listening and reading, and writing. The speaking part will take place well in advance of the exam week (you will have to describe a picture). 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**

<b>Positiv, negativ oder in der Mitte?</b>	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 interessieremich ein bisschen für Zeichentrickfilme.			
Als Vorspeise gibt es etwas Leckeres, z. B. Salat.			
Meine Mutter mag nicht, wenn ich spat 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

### Introduction (term 1)

1. Talk about yourself and others: name, age, nationality.
2. Greetings: formal, informal.
3. Joining sentences, complex sentences.
4. Numbers.
5. Negative sentences (non before verb) and questions (intonation).

### At School (terms 1 and 2)

1. Classroom language.
2. Question words (Come? dove? cosa?).
3. Talking about and describing friends.
4. Asking for and giving information about oneself and others.
5. Describing physical appearance and personality.
6. Parts of the face and the human body.

### Free Time (term 2)

1. Most common leisure activities, sports.
2. Talk about leisure time.
3. Question words (Dove? Con chi? Quante volte? Perché?).
4. Inviting someone.
5. Accepting or refusing an invitation.
6. Days of the week.

7. Making arrangement for an appointment.
8. Expressing opinions (e` divertente/ non e` divertente).

### At The Table (term 3)

1. Expressing possession.
2. Talking about family members.
3. Talking about Italian dishes/ ingredients.
4. Expressing preferences.
5. Talking about events in the past.

### 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.

To recognise the past tense “passato prossimo”.

## 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!



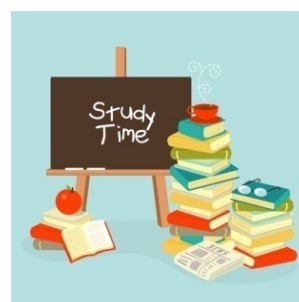
### What next? – Revision Lists

- 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!



# How to Create

Go Deeper

Every node on a mindmap could be its own mindmap

Share it

When you finish, share it with your Study Buddies

This will help you get a fresh perspective

Let your ideas exp

Don't focus on perfection

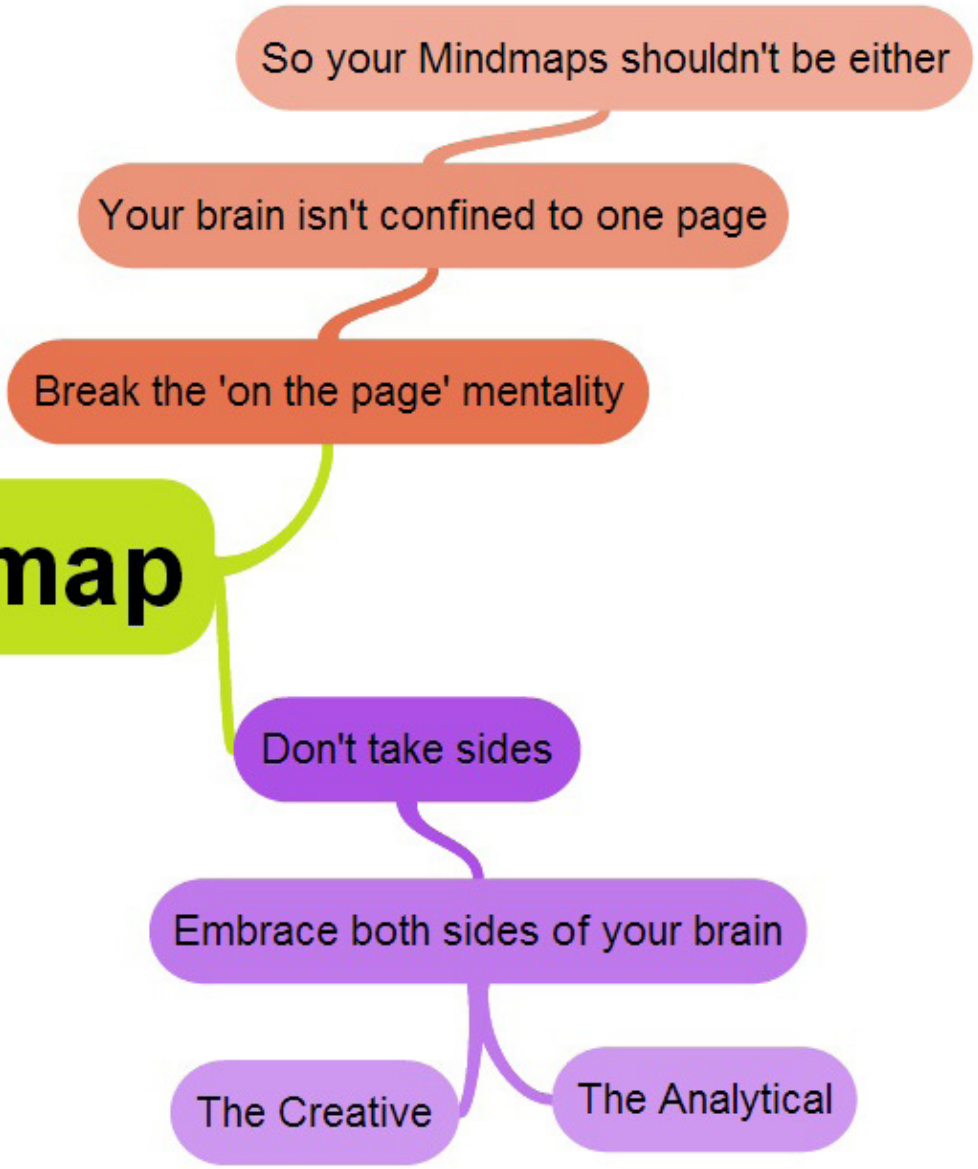
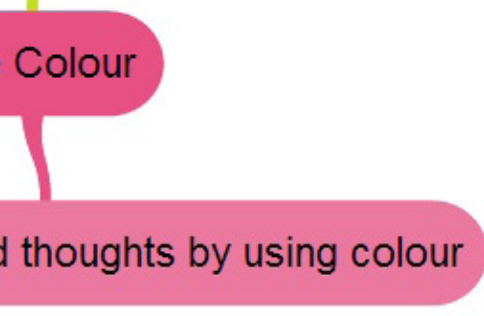
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Use

Group you ideas and



# Create A Mindmap





**Wolverhampton Grammar School**  
**Compton Road**  
**Wolverhampton**  
**WV3 9RB**  
**01902 421326**

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