Rank Order Assessment

Assessment advice for Year 9 parents and students
Dear Parents / Carers,

Re: Up-coming Rank Order Assessment weeks

I am writing to give you advanced notice about the assessment weeks that are coming up for year 9 students in all subject areas. These will take place in the main between 27 June and 8 July.

This pack gives revision details for each subject. Your son/daughter is expected to use this pack, as well as advice and guidance given by their teachers, to prepare themselves for the ROA assessments.

It is imperative that your son/daughter is well prepared for their assessments so that they can perform at their very best. All assessments will inform the rank order for the year group and the class groups will be restructured accordingly from September 2016.

Examinations in core subjects (English and mathematics) will take place in the hall in order to begin preparing students for sitting exams in a formal setting. These exams will take place outside of the dates above as follows:

- Monday 6 June: English paper 1
- Monday 13 June: English paper 2
- Tuesday 14 June: Maths

I would also like to take this opportunity to make you aware that the Year 9 Summer reports will be issued on Friday 17th June.

I would like to thank you again for supporting the school in raising your child’s attainment still further. If there is any way we can support your son/daughter further with their assessment preparation please do not hesitate to contact Miss Mason on kmason@glenmoorandwinton.org.uk or myself on dpaterson@glenmoorandwinton.org.uk

Yours faithfully

David Paterson
Assistant Principal
Key Stage 4 Raising Standards
**English**

<table>
<thead>
<tr>
<th>Subject</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Year 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>6th June and 13th June</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination</td>
</tr>
</tbody>
</table>
| Success Criteria | • ENGLISH LANGUAGE: Paper One – Explorations in Creative Reading and Writing (1 hour 45 minutes)  
  • ENGLISH LANGUAGE: Paper Two – Writers’ Viewpoints and Perspectives (1 hour 45 minutes) |
  
  AO1: identify and interpret explicit and implicit information and ideas  
  select and synthesise evidence from different texts  
  AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views  
  AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts  
  AO4: Evaluate texts critically and support this with appropriate textual references  
  AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts  
  AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. |

**ROA Revision**

Students should revise comprehension tasks and extended writing activities in preparation for the exam. Students are encouraged to engage with a wide-range of reading materials in preparation for the exam and should be familiar with texts ranging from both the 19th-21st centuries both fiction and non-fiction. The following websites include lots of revision materials as well as tests that students can complete in preparation for the exam:

Writing - [http://www.bbc.co.uk/education/topics/zywfbk7](http://www.bbc.co.uk/education/topics/zywfbk7)

Reading - [http://www.bbc.co.uk/education/topics/zs8nv4j](http://www.bbc.co.uk/education/topics/zs8nv4j)
Key areas to focus on for revision are:

Language devices and techniques

Paragraphs

Punctuation

Spelling

Sentence Structures

Use of speech

P.A.F (Purpose, Audience, Form)

Creative/Descriptive/Narrative Writing Techniques

Reading comprehension

Reading for meaning

Structure Analysis of texts

 Evaluative Analysis of texts

Comparative Analysis if two texts

P.E.E (I.R.W.L) paragraph
## Mathematics

<table>
<thead>
<tr>
<th>Subject</th>
<th>Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Year 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>Tuesday 14 June</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination</td>
</tr>
<tr>
<td>Success Criteria</td>
<td>Be able to answer operational questions covering the following topics. There will also be a selection of problem solving questions that involve the topics below in combination.</td>
</tr>
<tr>
<td></td>
<td>Direct and Inverse Proportion Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Sequences &amp; Nth term Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Linear Graphs Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Inequalities Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Venn Diagrams, Draw &amp; Interpret, Notation (Sets of numbers, symbols for union, intersect &amp; complement) Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Expanding Double Brackets Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Factorising Expressions including the Difference of two squares Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Solving Equations Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Quadratic Equations Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Surface Area and Volume of Prisms Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Compound Interest formula Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Changing the Subject of (Maths) Formulae (2 x’s) Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Substitution (inc decimals/negatives/fractions) Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Substitution into Complex Real Life Formulae Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Arcs and Sectors Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Writing Questionnaires and Avoiding Bias Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Summary Statistics (inc Frequency Tables/Stem and Leaf) Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Cumulative Frequency Diagrams Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Box Plots (from c.freq and raw data) Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Sampling Methods (Stratified) Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Scatter Diagrams, Lines of Best Fit and Inter/Extrapolating and Correlation Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Construction &amp; Loci Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Bearings Yr9 KPI</td>
</tr>
<tr>
<td></td>
<td>Similar shapes Yr9 KPI</td>
</tr>
</tbody>
</table>

### ROA Revision

- Visit [www.mathswatchvle.com](http://www.mathswatchvle.com) to view clips. All students have been given logins. See your class teacher if you have misplaced yours. All topics are searchable on the website.
- Visit [HegartyMaths.com](http://HegartyMaths.com) to view videos and take assessment tests.
## Science

<table>
<thead>
<tr>
<th>Subject</th>
<th>Chemistry, Physics and Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Year 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June – 8th July</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination 1 hour.</td>
</tr>
<tr>
<td>Success Criteria</td>
<td>The following topics will be covered in test:</td>
</tr>
</tbody>
</table>

### Structure and Bonding:
- Atoms, elements and mixtures
- Separating techniques
- The early atom/plum pudding model
- Sub-atomic particles
- Electron configuration
- Patterns of reactivity down Group 1, 7 and 8
- The modern periodic table including transition metals
- Writing word and symbolic equations
- Structure and properties of Giant Ionic, Simple and Giant Covalent and Metallic bonding.
- Solids, liquids and gases
- Nanoparticles and their uses.

### Forces:
- Forces and Resultant Forces
- Newton’s Laws of motion (balanced forces, unbalanced forces, terminal velocity, calculating forces from mass and acceleration, action-reaction paired forces.
- Hooke’s Law
- Momentum and collisions
- Distance-Time graphs
- Calculating speed and velocity
- Calculating acceleration using change in velocity and time taken
- Work done and energy transferred

### Magnetism and Electromagnetism:
- Magnetic field lines
- Electromagnets and uses
- Motors
<table>
<thead>
<tr>
<th>Cell Biology:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organelles in plant and animal cells</td>
</tr>
<tr>
<td>• Specialised cells</td>
</tr>
<tr>
<td>• Magnification</td>
</tr>
<tr>
<td>• Mitosis and Stem cells</td>
</tr>
<tr>
<td>• Diffusion and Active transport</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cells, tissues and organs</td>
</tr>
<tr>
<td>• Human digestive system including digestive enzymes</td>
</tr>
<tr>
<td>• Heart and blood vessels</td>
</tr>
<tr>
<td>• Content of the blood</td>
</tr>
<tr>
<td>• Healthy lifestyle including cancer and Coronary Heart disease</td>
</tr>
<tr>
<td>• Plant tissues</td>
</tr>
<tr>
<td>• Transpiration and translocation</td>
</tr>
</tbody>
</table>

**ROA Revision**
You will be tested on the all of P2, the topics are outlined below, and your teacher will inform you whether you are doing Higher or Foundation tier.

- Exercise books
- BBC Bitesize website – Complete the revise, activity and test for the sections stated above.
  
  [http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/](http://www.bbc.co.uk/schools/gcsebitesize/science/add_aqa/)
<table>
<thead>
<tr>
<th>Subject</th>
<th>History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Year 9 (75 students total)</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June – 8th July 2016</td>
</tr>
<tr>
<td>Title</td>
<td>GCSE Paper 3 Mock (Weimar and Nazi Germany)</td>
</tr>
</tbody>
</table>

**Success Criteria**

During this year students have studied Jack the Ripper, the British Empire, Slavery, Napoleon and the French Revolution, and World War One. However, since February they have been studying their actual GCSE syllabus. Therefore, the ROA exam for Y9 will be based around a GCSE Paper 3 (new format) – which the students were informed about several months ago. Students should use their ‘pink sheets’ to remind themselves of the types of questions which will occur in a Paper 3 exam. It is based around source interpretation.

**ROA Revision**

Use your Learning Wheels and the pink sheet (inside your folder).

**Useful websites for revision:**

- [https://schoolhistory.co.uk](https://schoolhistory.co.uk)
Geography

<table>
<thead>
<tr>
<th>Subject</th>
<th>Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Year 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June – 8th July</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination</td>
</tr>
</tbody>
</table>

### Success Criteria

**Topic 1 – Coastal landscapes in the UK**

#### Key ideas -

1. The coast is shaped by a number of physical processes:
   - Wave types and characteristics.
   - Coastal processes:
     - weathering processes – mechanical and chemical
     - mass movement – sliding and slumping
     - erosion – hydraulic power, abrasion, attrition and solution
     - transportation – longshore drift, traction, saltation, suspension and solution
     - deposition – why sediment is deposited in coastal areas.

2. Distinctive coastal landforms are the result of rock type, structure and physical processes:
   - Characteristics and formation of landforms resulting from erosion – headlands and bays, cliffs and wave cut platforms, caves, arches and stacks.
   - Characteristics and formation of landforms resulting from deposition – beaches, sand dunes, spits and bars.
   - An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.

3. Different management strategies can be used to protect coastlines from the effects of physical processes:
   - The costs and benefits of the following management strategies:
     - hard engineering – sea walls, rock armour, gabions and groynes
     - soft engineering – beach nourishment and reprofiling, dune regeneration
     - managed retreat – coastal realignment and monitoring.
   - A case study of a coastal management scheme in the UK to show:
     - the reasons for management
     - the measures taken
     - the resulting effects and possible conflicts.
**Topic 2 – River landscapes in the UK**

**Key ideas –**

1 - The shape of river valleys changes as rivers flow downstream.
   - The long profile and changing cross profile of a river and its valley.
   - Fluvial processes:
     - erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion
     - transportation – traction, saltation, suspension and solution
     - deposition – why rivers deposit sediment

2 - Distinctive fluvial landforms result from different physical processes.
   - Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges.
   - Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes.
   - Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries.
   - An example of a river valley in the UK to identify its major landforms of erosion and deposition.

3 - Different management strategies can be used to protect river landscapes from the effects of flooding.
   - How physical and human factors increase the flood risk – precipitation, geology, relief and land use.
   - The use of hydrographs to show the relationship between precipitation and discharge.
   - The costs and benefits of the following management strategies:
     - hard engineering – dams and reservoirs, straightening, embankments, flood relief channels
     - soft engineering – flood warnings and preparation, flood plain zoning.
   - A case study of a flood management scheme in the UK to show:
     - why the scheme was required
     - the measures taken
     - the social, economic and environmental issues involved.

3. Topic 3 – Energy

1. Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.
   - Areas of surplus (security) and deficit (insecurity):
     - global distribution of energy consumption and supply
     - reasons for increasing energy consumption: economic development, rising population, technology
     - factors affecting energy supply: physical factors, cost of exploitation and production, technology and political factors.
     - Impacts of energy insecurity – exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict where demand exceeds supply.

2 Different strategies can be used to increase energy supply. Overview of strategies to increase energy supply:
   - renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and non-renewable (fossil fuels and nuclear power) sources of energy an example to show how the extraction of a fossil fuel has both advantages and disadvantages.
   - Moving towards a sustainable resource future:
     - individual energy use and carbon footprints. Energy conservation:
     - designing homes, workplaces and transport for sustainability,
     - demand reduction, use of technology to increase efficiency in the use of fossil fuels
     - an example of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy.
4. – Topic 4 – Ecosystems

Key Ideas:

1 - Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.
   - An example of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling.
   - The balance between components. The impact on the ecosystem of changing one component.
   - An overview of the distribution and characteristics of large scale natural global ecosystems.

2 - Tropical rainforest ecosystems have a range of distinctive characteristics
   - The physical characteristics of a tropical rainforest.
   - The interdependence of climate, water, soils, plants, animals and people.
   - How plants and animals adapt to the physical conditions.
   - Issues related to biodiversity.

3 - Deforestation has economic and environmental impacts.
   - Changing rates of deforestation.
   - A case study of a tropical rainforest to illustrate:
     - Causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth
     - Impacts of deforestation – economic development, soil erosion, contribution to climate change.

4 - Tropical rainforests need to be managed to be sustainable
   - Value of tropical rainforests to people and the environment.
   - Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.

ROA Revision

You will need to use your exercise book as a focus to your revision.

You may use the CGP AQA ‘A’ GCSE Geography revision book (remember that the specific version for your 2018 exam hasn’t been published yet but the current version is still very useful).

Useful websites

BBC Bitesize – Download the new app and choose GCSE (AQA)
http://www.bbc.co.uk/schools/gcsebitesize/geography/
Rivers and water video clips
http://www.bbc.co.uk/education/topics/zncqxnb/resources/1
Coastal landscapes video clips
http://www.bbc.co.uk/education/topics/zxvkjxs/resources/1
Cool Geography Revision
http://www.coolgeography.co.uk/GCSE/AQA%20GCSE.htm
# Ethics

<table>
<thead>
<tr>
<th>Subject</th>
<th>ETHICS: End of year ROA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Year 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27 June – 8 July</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination</td>
</tr>
</tbody>
</table>
| Success Criteria | a) Define a key word and support with an example  
                          b) Describe how religious/philosophical beliefs influence individuals, communities and societies  
                          c) Explain from two religious perspectives views on a particular issue. Support each viewpoint with religious teachings, key words and examples  
                          d) Evaluate a statement giving a religious perspective on a moral issue. Analyse and evaluate religious and non-religious perspectives to form a conclusion.  
                          • Sanctity of life  
                          • Plato’s analogy of the cave and what it says about our reality  
                          • Two religious attitudes to war  
                          • Evaluate the pillars of Islam and explain which is the most important. |

**ROA Revision**
- Students will be provided with crib-sheet to aid revision

Useful websites for revision:
- [http://www.bbc.co.uk/schools/gcsebitesize/rs/war/christianityrev1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/rs/war/christianityrev1.shtml)
- [http://www.bbc.co.uk/religion/religions/christianity/christianethics/war.shtml](http://www.bbc.co.uk/religion/religions/christianity/christianethics/war.shtml)
- [http://www.bbc.co.uk/schools/gcsebitesize/rs/war/islamrev1.shtml](http://www.bbc.co.uk/schools/gcsebitesize/rs/war/islamrev1.shtml)
- [http://www.bbc.co.uk/religion/religions/islam/islamethics/war.shtml](http://www.bbc.co.uk/religion/religions/islam/islamethics/war.shtml)
- [http://www.bbc.co.uk/religion/religions/islam/](http://www.bbc.co.uk/religion/religions/islam/)
## Languages

<table>
<thead>
<tr>
<th>Subject</th>
<th>FRENCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>YEAR 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June to the 8th July</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination</td>
</tr>
</tbody>
</table>
| Success Criteria | Students will complete a listening assessment, a speaking assessment in the form of a role play, a photo with questions and a writing assessment in the form of 2 paragraphs to write and a translation.  

- **Vocabulary:** to be able to understand, say and write about:  
  - Family members  
  - Friends  
  - Relationship with family and friends  
  - My town  
  - My home  
  - My room  
  - music  
  - describing an event  
  - films/tv  
  - sports  
  - hobbies  
  - food  

- **Grammar:** you will need to use the following:  
  - Present tense  
  - past  
  - future  
  - conditional  
  - The fantastic 4: avoir, être, aller, faire  
  - Possessive adjectives  
  - Adjective agreements  
  - Reflexive verbs  
  - comparative/superlatives  
  - DOP  
  - Preposition of places  
  - On peut + infinitive  
  - Ceux qui + verb  
  - Qui/que/don’t  
  - Demonstrative adjectives: ce, cette, cet, ces  
  - linkwords  
  - time phrases  
  - opinions  
  - adverbs  
  - negatives  
  - quand/lorsque/si  
  - expressions “it makes me +adj” “it makes me want to +inf”  
  - du/ de la / des +food |
ROA Revision

- Students need to revise the vocabulary and grammar from their exercise book to help them prepare for the assessments. It is also advised to check DIRT from purple books to ensure mistakes made previously are understood and not reproduced during the assessments.
- Students can also practice vocabulary on www.linguascope.com username=Glenmoor password=robert.
- Students can also go on the school MFL website: http://www.glenmoor.org.uk/About-Us/Curriculum/modernforeignlanguages
  From the MFL website, students can select – French – useful links – and access the different websites available to revise the topics done in class.
- Students can also go on the BBC bitesize website to practice listening and reading skills: http://www.bbc.co.uk/education/subjects/z9dqxn
### Languages

<table>
<thead>
<tr>
<th>Subject</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>YEAR 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June to the 8th July</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination</td>
</tr>
</tbody>
</table>

**Success Criteria**

Students will complete a listening assessment, a speaking assessment in the form of a role play, a photocard with questions and a writing assessment in the form of 2 paragraphs to write and a translation.

- **Vocabulary:** to be able to understand, say and write about:
  - Me myself
  - Family members & pets
  - Friends
  - Relationship with family and friends
  - My town
  - My studies & school
  - music
  - films/tv
  - sports
  - hobbies

- **Grammar:** you will need to use the following:
  - Present tense (studio = I study)
  - Past (preterite tense) (estudié = I studied)
  - Near future ( voy a estudiar = I’m going to study)
  - ser & estar
  - haver, ir, querer, poder, tener
  - Possessive adjectives (mi/mis, tu/tus etc)
  - Adjective agreements
  - Reflexive verbs
  - comparative/superlatives
  - DOP
  - Preposition of places
  - poder + infinitive (I can...) & deber + inf (I must...)
  - Demonstrative adjectives: este, estos, esta, estas etc.
  - linkwords
  - time phrases
  - opinions
  - adverbs
  - negatives
  - cuando/ si
  - expressions “it makes me +adj” “it makes me want to +inf”
ROA Revision

- Students need to revise the vocabulary and grammar from their exercise book to help them prepare for the assessments. It is also advised to check DIRT from purple books to ensure mistakes made previously are understood and not reproduced during the assessments.
- Students can also practice vocabulary on www.linguascope.com username=Glenmoor password=robert.
- Students can also go on the school MFL website: http://www.glenmoor.org.uk/About-Us/Curriculum/modernforeignlanguages
  From the MFL website, students can select – French – useful links – and access the different websites available to revise the topics done in class.
- Students can also go on the BBC bitesize website to practice listening and reading skills: http://www.bbc.co.uk/education/subjects/z9dqxn
Computer Science

<table>
<thead>
<tr>
<th>Subject</th>
<th>Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Year 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June to the 8th July</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination</td>
</tr>
<tr>
<td>Success Criteria</td>
<td>You have been using Database in lesson for several weeks. You will be tested on the following:</td>
</tr>
<tr>
<td></td>
<td>Types of Database Paper/Electronic</td>
</tr>
<tr>
<td></td>
<td>• Flatfile and Relational Database – What are they?</td>
</tr>
<tr>
<td></td>
<td>• Rows and Columns in a Database</td>
</tr>
<tr>
<td></td>
<td>• Fields and records in a Database</td>
</tr>
<tr>
<td></td>
<td>• Primary Keys – What is the purpose?</td>
</tr>
<tr>
<td></td>
<td>• Types of Validation</td>
</tr>
<tr>
<td></td>
<td>• Input Masks – Why would you use one?</td>
</tr>
<tr>
<td></td>
<td>• Range Check – Why would you use one?</td>
</tr>
<tr>
<td></td>
<td>• Lookup Lists – Why would you use one?</td>
</tr>
<tr>
<td></td>
<td>• Lengths Check – Why would you use one?</td>
</tr>
<tr>
<td></td>
<td>• Presence Check – Why would you use one?</td>
</tr>
<tr>
<td></td>
<td>• Query Operators – What are they?</td>
</tr>
<tr>
<td></td>
<td>• Uses of Input Forms and Reports -</td>
</tr>
<tr>
<td></td>
<td>• Parameter Queries – How would you write one?</td>
</tr>
<tr>
<td></td>
<td>• Sorting – Ascending and Descending</td>
</tr>
<tr>
<td></td>
<td>• The Data Protection Act – What is it and what does it protect and why?</td>
</tr>
</tbody>
</table>

ROA Revision

Review Classroom Toolkit all Lessons in Database section
All lesson PPTs
www.teach-ict.com
BBC Bitesize
Art and Design

<table>
<thead>
<tr>
<th>Subject</th>
<th>Art and Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Year 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June – 8th July 2016</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination Observational Drawing – Close Up</td>
</tr>
</tbody>
</table>
| Success Criteria | • Use of line and sketching to make a recording  
• Accuracy of shape recorded according to observations  
• Tonal variation – Light, Medium and Dark tones according to observations  
• Form/3D – shading and tone to create a 3D Shape  
• Texture – to add mark making to create different surface qualities to recordings  
• To create accurate proportions, scale and size to your drawing  
• To show intricate detail of all the features on the object from observation  
• To show controlled use and refinement of using a pencil or range of pencils  
• HB and B pencils would be beneficial but not a necessity |

ROA Revision

• Internet - Research images of close ups in natural forms and made objects, drawn in pencil, adding tone. Make copies to improve shape, form and tone.
• Practice drawing a range of objects close up at home – not just drawing from a picture.
• Use peer or parental feedback for improvements.
# Graphic Design

<table>
<thead>
<tr>
<th>Subject</th>
<th>Graphic Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Year 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June – 8th July 2016</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination Observational Drawing – Close Up</td>
</tr>
</tbody>
</table>
| Success Criteria | • Use of line and sketching to make a recording  
| | • Accuracy of shape recorded according to observations  
| | • Tonal variation – Light, Medium and Dark tones according to observations  
| | • Form/3D – shading and tone to create a 3D Shape  
| | • Texture – to add mark making to create different surface qualities to recordings  
| | • To create accurate proportions, scale and size to your drawing  
| | • To show intricate detail of all the features on the object from observation  
| | • To show controlled use and refinement of using a pencil or range of pencils  
| | • HB and B pencils would be beneficial but not a necessity |

## ROA Revision

- Internet - Research images of close ups in natural forms and made objects, drawn in pencil, adding tone. Make copies to improve shape, form and tone.
- Practice drawing a range of objects close up at home – not just drawing from a picture.
- Use peer or parental feedback for improvements.
Photography

<table>
<thead>
<tr>
<th>Subject</th>
<th>Photography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Year 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June – 8th July 2016</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination Observational Photography and analysis – Flowers in Bloom</td>
</tr>
</tbody>
</table>

**Success Criteria**
- Taking images using a range of compositional rules
- Practical use of technical equipment – camera, tripod, lights, Photoshop etc.
- Printing contact sheet and thoughtfully selected enlarged images
- Analysing images using a range of technical language and high level analysis
- Selected images need analysis to explain process, connections and description of image
- Overall creative presentation of work

**ROA Revision**
- Revise rules of composition and practise taking images to reflect each of the rules
- Research other photographers or see examples in school of good presentation skills or flowers in bloom
- Practice your annotations and analysis – use your technical language sheet and analysis support sheet
Design and Technology

<table>
<thead>
<tr>
<th>Subject</th>
<th>Electronic Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Year 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June – 8th July 2016</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination Bistable (Transistor / Thyristor), monostable and astable circuits. Computer Aided Design Components and Tools</td>
</tr>
</tbody>
</table>
| Success Criteria      | • Complete a circuit diagram started for you  
                          • Calculate the time delay of a monostable  
                          • Calculate the frequency of an astable  
                          • Use a resistor colour code chart to translate values  
                          • Name tools  
                          • Name components from their symbols  
                          • Health and safety knowledge  
                          • Describe the function of a transistor circuit  
                          • Describe the function of a thyristor circuit  
                          • Describe good practise in laying out your work area and keeping safe  
                          • Bread boards, strip boards and simulations – be able to understand them and their benefits in a comparison situation  
                          • Using circuit wizard (questions on paper) |

ROA Revision

• Review the record of making made for homework  
• Practice drawing the 555 monostable circuit diagram  
• Practice drawing the 555 astable circuit diagram  
• Practice drawing the transistor and thyristor circuits  
• Learn the tool names for both electronics and making models/casings  
• Learn the symbols used so far – resistor, led, capacitor (both kinds), thyristor and transistor (plus label legs)  
• Calculations – monostable time delay / astable frequency  
• Be aware of SI units (M mega/K kilo / m milli, u micro, n nano), R - Ohms (resistance), V - Volts (Voltage), I - Amps (current)  
• Exercise books / notes  
• Collect the A5 Electronic Products revision booklet to help
Design and Technology

<table>
<thead>
<tr>
<th>Subject</th>
<th>Resistant Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Year 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June – 8th July 2016</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination Drawing skills, joining woods, tools, computer aided design, computer aided manufacture, wood finishing</td>
</tr>
<tr>
<td>Success Criteria</td>
<td>• Use of line, sketching and rendering • Accuracy of shape drawn • Tonal variation when rendering – Light, Medium and Dark tones. • Form/3D – shading and tone to create a 3D Shape • Knowledge of hand tools required for basic carpentry • Computer Aided Design tools and rules when using 2D design • Name and describe how to produce a range of wood joints • Health and safety consideration when doing practical work</td>
</tr>
</tbody>
</table>

**ROA Revision**

- Review the record of making made for homework
- Practise drawing a range of objects at home – using isometric and 2 point perspective.
- Use the review page from project 1 (A3) and the drawing exercises done in class.
- Be familiar with 2D design tools / colours used
- Learn the tool names / joint – collect the A5 resistant materials revision booklet to help
## Design and Technology

<table>
<thead>
<tr>
<th>Subject</th>
<th>Textiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Year 9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June – 8th July 2016</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination</td>
</tr>
</tbody>
</table>

### Success Criteria
- Use of imagination in response to pre-release design theme
- Quality of pencil sketches of 2 different design ideas
- Quality of design development drawings
- Use of colour
- Knowledge of decorative techniques – shown in labelling
- Knowledge of fabrics & components – shown in labelling

### ROA Revision
- Pre release design theme sheet issued to pupils
- Produce a design theme mood board in advance of the test
- Practice drawing 2 different design ideas
- Practising developing a coloured design
- Be familiar with suitable decorative techniques
- Learn fabric names suitable for your designed products
Design and Technology

<table>
<thead>
<tr>
<th>Subject</th>
<th>Food Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Yr9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>20th June – 24th June</td>
</tr>
<tr>
<td>Title</td>
<td>Signature Bake</td>
</tr>
</tbody>
</table>

**Success Criteria**
- Students will show their skill and learning by producing a ‘signature bake’ during a timed practical.
- Students will have 2 hours to make a product based around the basic lemon cheesecake recipe which they will cook in class.
- They will be judged on their practical ability, design skills and creativity.

**ROA Revision**
- Function of ingredients
- Design skills and recipe development
- Watch Great British Bake Off to get an understanding of the task set.
- Selecting a recipe and developing it – flavour, texture and appearance.
- Correct food hygiene and personal kitchen safety.
## Music

<table>
<thead>
<tr>
<th>Subject</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>Year 9 ROA assessment window: 27th June to the 8th July</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination</td>
</tr>
</tbody>
</table>
| Success Criteria | A written and listening examination based on the elements of music and topics studied in the Arts Award. **Elements of Music:**
- Rhythm: time signature, rhythmic devices (e.g. ostinato), rhythm notation, composing rhythms
- Melody: melodic devices (e.g. sequence, imitation), melody key terms (conjunct, disjunct, melodic contour, atonal), scales (Major, minor, pentatonic, chromatic)
- Harmony: chord sequence, major, minor, triads
- Texture: monophonic, polyphonic, homophonic, how many parts
- Dynamics: all dynamics terms (e.g. forte, crescendo), signs, and meanings
- Structure: 2 part (binary), 3 part (ternary)
- Families of the Orchestra – string, woodwind, brass, percussion
- Instruments of the orchestra – all → what they look like and what they sound like
| GCSE Music set works: | 1. J S Bach: 3rd movement from Brandenburg Concerto no. 5 in D Major  
2. Beethoven: 1st movement from Piano sonata no. 8 in c minor “Pathetique”  
3. Purcell: Music for a while  
4. Queen: Killer Queen  
5. Schwartz: “Defying Gravity” from the musical Wicked  
6. John Williams: Main title / rebel blockade runner from the Soundtrack Star Wars episode IV: A new hope  
7. Afro Celt Sound System: Release  
8. Esperanza Spalding: Samba Em Preludio |

### ROA Revision
- Student workbooks
- Revision worksheets

### Useful websites
- You Tube revision channel – Search for “SuperMrsCoe” to access revision videos
- [http://www.philharmonia.co.uk/explore/instruments](http://www.philharmonia.co.uk/explore/instruments)
Drama

<table>
<thead>
<tr>
<th>Year Group</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment period</td>
<td>27th June to the 8th July</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination</td>
</tr>
</tbody>
</table>

**Success Criteria**

**This Examination consists of two parts:**
- A performance of a published play script. This is worth 40% of the total mark.
- A written examination based on staging, performing a published play script, characterisation, explorative strategies, drama medium and the Year 9 Drama Dictionary. This is worth 60% of the total mark.

**Understanding the key terms and aspects related to staging, including but not limited to:**
- Proscenium (end-on)
- In-the-round
- Traverse
- Stage positions
- Different ways to use the stage

**Understanding the key terms related to performing a play script, including but not limited to:**
- Genre
- Style

**Understanding the key terms related to characterisation, including but not limited to:**
- Basic drama skills
- Role-play
- Movement, mime and gesture
- Voice and spoken language
- Communication

**Understanding the key terms related to explorative strategies, including but not limited to:**
- Freeze Frames
- Thought Tracking
- Narration
- Marking the Moment
- Flashbacks/Flash-forwards
- Cross-cutting
- Hot-seating
- Role on the Wall

**Understanding the key terms related to drama medium, including but not limited to:**
- Space (proxemics) and levels
- Set and Props
- Conventions
- Symbols

**Understanding the key terms in the Year 9 Drama Dictionary**
- ROA Revision - Your child will be given a revision guide and a copy will be on SMHW.
- Useful resources – BBC Bitesize
  [http://www.bbc.co.uk/schools/gcsebitesize/drama/drama_wjec/devisedperformance/taskon e11.shtml](http://www.bbc.co.uk/schools/gcsebitesize/drama/drama_wjec/devisedperformance/taskone11.shtml)
## Dance

<table>
<thead>
<tr>
<th>Subject</th>
<th>Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>9-Dance</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June to the 8th July</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination - 3.3.1 Critical appreciation of own work and 3.3.2 Critical appreciation of professional set works</td>
</tr>
</tbody>
</table>
| Success Criteria      | • Candidates will demonstrate their knowledge and understanding of the choreographic intentions of Ramberts A Linha Curva.  
• Candidates show appreciation of their own performance and choreography, through describing, analysing, interpreting, evaluating and reflecting, students must know and understand: the meaning of relevant choreography terminology the contribution of choreography to audience understanding of the choreographic intent of the work including the mood(s), meaning(s), idea(s), theme(s) and/or style/style fusion(s). |

### ROA Revision

- Learn the key facts about A Linha Curva
- Reflect upon own performance in A Linha Curva inspired choreography.
- Actions, Space, Dynamics and Relationships as choreographic devices. Structuring dances.
**Business Studies**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Business Studies – Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>All Year 9 Business Studies classes</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June to the 8th July</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination Marketing</td>
</tr>
</tbody>
</table>

**Success Criteria**

Students will be assessed on their work that they produce for Unit 4 Task 1. The grade will be based on the first draft received by students which will be due in during the second week after May half-term.

All Business studies students have the chance to look at the assessment criteria and have access to support work and templates in the student shared area.

This task will be the first of four tasks that need to be completed for Unit 4 and will form the basis for the students Rank Order Assessment.

<table>
<thead>
<tr>
<th>Assessment criteria</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Select an appropriate project</td>
<td>Learners will select an appropriate project</td>
<td>Learners will select an appropriate project justifying choices</td>
<td>No Distinction criteria for this AC</td>
</tr>
<tr>
<td>1.2 Identify aims and objectives of the project</td>
<td>Learners will identify aims and SMART objectives of the project</td>
<td>Learners will identify coherent aims and objectives of the project</td>
<td>Learners will identify sophisticated aims and objectives of the project showing originality</td>
</tr>
<tr>
<td>1.3 Conduct appropriate market research for your project</td>
<td>Learners will conduct appropriate market research for the project</td>
<td>Learners will conduct a range of appropriate market research for the project using Initiative</td>
<td>Learners will conduct comprehensive market research for the project</td>
</tr>
<tr>
<td>1.4 Assess findings against the aims and objectives, amending if required</td>
<td>Learners will assess findings against the aims and objectives, amending if required</td>
<td>Learners will assess findings showing critical understanding against the aims and objectives, amending if required</td>
<td>Learners will assess findings showing critical judgement against the aims and objectives, amending if required</td>
</tr>
</tbody>
</table>

**ROA Revision**

- BBC Bitesize GCSE Business Studies website
- [http://www.businessed.co.uk/](http://www.businessed.co.uk/)
Media

<table>
<thead>
<tr>
<th>Subject</th>
<th>Media Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class and Year Group</td>
<td>Y9</td>
</tr>
<tr>
<td>Assessment period</td>
<td>27th June to 8 July 2016</td>
</tr>
<tr>
<td>Title</td>
<td>Rank Order Attainment Examination</td>
</tr>
</tbody>
</table>
| Success Criteria         | • Investigate research and collate codes and conventions of existing media of study with emphasis on promotion – Gaming.  
                          | • Denote specific codes and conventions across two mediums on a given product via annotation.  
                          | • Annotation developed into a detailed analysis of the products with the use of varied media terminology.  
                          | • Pre-planning and planning and produce their product reflecting use of codes and conventions studied in the research process  
                          | • Annotate product to denote codes and conventions  
                          | • Analyse in detail explaining the connotations of each code and convention and the impact on audiences. |

ROA Revision

• Exposure to existing media and modelling response.  
• HW to build research – field work  
• Group and paired work to discuss varied views.  
• Display exemplar work to discuss grading.  
• Guided response to examples used in class to demonstrate use of success criteria.  
• Covey charts to suss out areas for improvement.
This Rank Order Assessment will involve a practical assessment of your current top three sports that we have studied to date. Your grade will then be combined with your current theoretical grade to give the overall assessment.

- Practical criteria for each sport you are able to be assessed in is on the PE noticeboard or available from the PE Department.
- Sports available at present from the new syllabus are:
  - Football
  - Rugby
  - Cricket
  - Handball
  - Tennis
  - Table Tennis
  - Athletics
  - Basketball
  - Badminton
  - Netball
  - Volleyball
  - Gymnastics
  - Cycling

There are many more that can be included in your assessment but they will need to be discussed with your teacher prior to the ROA window.

**ROA Revision**

- BBC GCSE PE revision - [http://www.bbc.co.uk/education/subjects/znyb4wx](http://www.bbc.co.uk/education/subjects/znyb4wx)
### Subject
PE

### Class and Year Group
Yr 9 and 10 Core PE

### Assessment period

### Title
Rank Order Attainment Examination

<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>Practical Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- The ability to perform skills with precision, control and fluency with consistency.</td>
</tr>
<tr>
<td></td>
<td>- The ability to draw on knowledge to apply strategies, tactics and composition to changing circumstances</td>
</tr>
<tr>
<td></td>
<td>- The ability to explain the effects of fitness components</td>
</tr>
<tr>
<td></td>
<td>- The ability to explain how different forms of exercise contribute to fitness and health</td>
</tr>
<tr>
<td></td>
<td>- The ability to suggest ways to improve</td>
</tr>
<tr>
<td></td>
<td>- The ability to overcome challenges</td>
</tr>
<tr>
<td></td>
<td>- The ability to come up with imaginative ways to solve problems</td>
</tr>
<tr>
<td></td>
<td>- The ability to come up with imaginative ways to outwit opponents</td>
</tr>
<tr>
<td></td>
<td>- The ability to select and combine advanced skills, techniques and ideas</td>
</tr>
<tr>
<td></td>
<td>- The ability to show understanding of skills, tactics, composition and fitness in relation to performance</td>
</tr>
<tr>
<td></td>
<td>- The ability to perform advanced skills, tactics and compositions.</td>
</tr>
<tr>
<td></td>
<td>- The ability to explain benefits of regular safe planned physical activity on physical, mental and social well being</td>
</tr>
<tr>
<td></td>
<td>- The ability to take on different roles showing effective organisation and communication</td>
</tr>
<tr>
<td></td>
<td>- The ability to apply rules fairly and consistently adhering to conventions and codes of conducts</td>
</tr>
</tbody>
</table>

### ROA Revision
- Attending extra curricular clubs to improve all aspects of physical education
- Youtube videos on their current activities
Revision Tips

Introduction

Getting ready for Assessments is an important thing to do – there is nothing worse than arriving unprepared as this will only make you more anxious. These tips are designed to help you get ready for assessments with minimum stress and maximum success.

It is essential to remember – everyone can experience success at assessments, especially if they are well prepared and determined to do their very best.

If you have any questions about how to best prepare for your assessments, please contact us.

1. 100% Attendance – Give yourself the very best chance of success, by avoiding taking unnecessary time off school and making sure you are at your very best during school time. Keep as up to date in your classwork as you can and make sure you complete every home work to the very best of your ability.

2. Be equipped and work smart – make sure you have a place set aside at home for study, a desk preferably and good seating and lighting. It is best to keep a list of the homework you have to do and the revision you would like to do from now on. It is never too early to revise. Go back over work you did not understand in class. Use your new maths text books to help you and for all other subjects use your revision guides.

3. Make sure your Homework gets your very best attention – homework is essential to help you consolidate the learning you have done in lessons and is also designed to fill learning gaps. “Flipped learning” is used sometimes where you will find you are learning new information and skills. You should always aim to produce your very best work as your homework, take care and pride over the presentation and once you have the feedback from your teacher, make sure you read the advice, respond to marking and feedback in your class books and act on the advice given.

Some specific tips to help you:

- Make sure you train yourself now to eat well, sleep well, rest and do some exercise. You must make sure your body is well prepared for the exams. This means getting used to eating breakfast now if you do not already. Sleep properly without distractions – turn off your music, put your phone away, do not have your TV on in your bedroom. Take some exercise if it is only a walk to get fresh air and exercise, but you must keep healthy. And most importantly do not use energy drinks and excessive amounts of caffeine to help you study; they are not good for you and will do you more harm than good.

- Give up some of the things that are getting in the way of you doing really well. Postpone watching soaps and playing on your game stations until all your homework is done to the best of your ability and you have done some revision as well.
Some more tips to help you:

- Use **diagrams** and **flow charts** to help you.
- Use lots of colour when revising, **highlighters** and different colour pens.
- Do not revise with the TV on
- Take **regular breaks** – revision is like dieting, little and often works best.
- Reward yourself every 20-30 minutes with a **snack** and a **drink**.
- Ask your teachers about which **websites** and **Apps** are helpful, but use these sparingly, best to revise using **books**, pens and papers.
- To help remember lists, use a **mnemonic** to help you eg. PEE point evidence explanation.
- If you find it easier, try listening to **podcasts** or recording your notes on your phone and listen back to them.
- Above all, **START now**, and keep at it. Talk to your teachers, do lots of question practice, try lots of methods to see which suits you best and give it your very best shot.