

# STUDENT REVISION GUIDE

**Y9 Spring PPE**

**12<sup>th</sup> January – 23<sup>rd</sup> January**

Name		Form	
------	--	------	--

# EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Monday 12 - Jan	1	9x PSHE		9z1 art 9z2 art 9z3 tech 9z4 tech	<b>9z1 art</b> <b>9z2 art</b> <b>9z3 tech</b> <b>9z4 tech</b>
	2	9x PE 9c french 9d geography	<b>9c french</b> <b>9d geography</b>	9z PSHE	
	3	9x maths		9z english	
	4	9z science		9z science	
	5	9x english		9e history 9f RE 9g history 9h geography	
Tuesday 13 - Jan	1	9a history 9b music 9c RE 9d RE	<b>9a history</b> <b>9c RE</b>	9e geography 9f computing 9g geography 9h drama	<b>9e geography</b> <b>9f computing</b> <b>9g geography</b>
	2	9x maths	<b>9x maths</b>	9z english	<b>9z english paper 1</b>
	3	9a RE 9b drama 9c drama 9d french	<b>9a RE</b>	9z1 art 9z2 art 9z3 tech 9z4 tech	<b>9z1 art</b> <b>9z2 art</b> <b>9z3 tech</b> <b>9z4 tech</b>
	4	9x science		9z science	
	5	9x english		9z maths	
Wednesday 14 - Jan	1	9a geography 9b RE 9c computing 9d french	<b>9b RE</b> <b>9c computing</b> <b>9d french</b>	9e spanish 9f history 9g history 9h history	<b>9e spanish</b> <b>9g history</b> <b>9h history</b>
	2	9x english	<b>9x english paper 1</b>	9z maths	<b>9z maths</b>
	3	9x science	<b>9x science</b>	9z science	<b>9z science</b>
	4	9x maths		9e drama 9f spanish 9g spanish 9h RE	
	5	9a french 9b history 9y1 art 9y2 tech 9y3 tech	<b>9y1 art</b> <b>9y2 tech</b> <b>9y3 tech</b>	9z english	

# EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Thursday 15 - Jan	1	9x english	<b>9x english paper 2</b>	9e history 9f geography 9g spanish 9h geography	<b>9e history</b> <b>9f geography</b> <b>9h geography</b>
	2	9a geography 9b geography 9c history 9d history	<b>9a geography</b> <b>9d history</b>	9e geography 9f drama 9g RE 9h spanish	<b>9g RE</b>
	3	9x maths		9z english	<b>9z english paper 2</b>
	4	9a drama 9b french 9c geography 9d computing	<b>9d computing</b>	9z maths	
	5	9x science		9z science	
Friday 16 - Jan	1	9x english		9e spanish 9f history 9g drama 9h music	<b>9f history</b>
	2	9x science		9z science	
	3	9x1 tech 9x2 tech 9x3 art 9c geography 9d drama	<b>9x1 tech</b> <b>9x2 tech</b> <b>9x3 art</b> <b>9c geography</b>	9z PE	
	4	9x maths		9z english	
	5	9x1 art 9x2 art 9x3 tech 9y1 art 9y2 tech 9y3 tech	<b>9x1 art</b> <b>9x2 art</b> <b>9x3 tech</b> <b>9y1 art</b> <b>9y2 tech</b> <b>9y3 tech</b>	9z maths	

# EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Monday 19 - Jan	1	9a history 9b french 9c music 9d geography	<b>9b french</b>	9z1 tech 9z2 tech 9z3 art 9z4 art	<b>9z1 tech</b> <b>9z2 tech</b> <b>9z3 art</b> <b>9z4 art</b>
	2	9z maths		9z PE	
	3	9x english		9e computing 9f spanish 9g RE 9h computing	<b>9e computing</b> <b>9h computing</b>
	4	9x science		9z science	
	5	9x PE 9c french 9d music		9z maths	
Tuesday 20 - Jan	1	9x maths		9z english	
	2	9x1 tech 9x2 tech 9x3 art 9y PE	<b>9x1 tech</b> <b>9x2 tech</b> <b>9x3 art</b>	9e drama 9f drama 9g geography 9h spanish	
	3	9a history 9b geography 9c french 9d drama		9z maths	
	4	9x1 art 9x2 art 9x3 tech 9c RE 9d french	<b>9x1 art</b> <b>9x2 art</b> <b>9x3 tech</b>	9e RE 9f RE 9g drama 9h drama	<b>9f RE</b>
	5	9x science		9z science	
Wednesday 21 - Jan	1	9a computing 9b history 9y PE	<b>9a computing</b> <b>9b history</b>	9e music 9f spanish 9g spanish 9h history	<b>9f spanish</b> <b>9g spanish</b>
	2	9a music 9b geography 9c history 9d RE	<b>9b geography</b> <b>9c history</b> <b>9d RE</b>	9z maths	
	3	9x english		9z science	
	4	9a french 9b RE 9y1 tech 9y2 art 9y3 art	<b>9y1 tech</b> <b>9y2 art</b> <b>9y3 art</b>	9z english	
	5	9x maths		9e spanish 9f history 9g computing 9h RE	<b>9h RE</b> <b>9g computing</b>

# EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Thursday 22 - Jan	1	9x science		9z science	
	2	9x english		9z PE	
	3	9x maths		9e history 9f geography 9g geography 9h history	
	4	9a geography 9b history 9c geography 9d history		9z maths	
	5	9x PE 9c drama 9d geography		9z english	
Friday 23 - Jan	1	9a drama 9b french 9c history 9d history		9e RE 9f geography 9g music 9h spanish	<b>9e RE 9h spanish</b>
	2	9x science		9e geography 9f music 9g history 9h geography	
	3	9a french 9b drama 9y1 tech 9y2 art 9y3 art	<b>9a french 9y1 tech 9y2 art 9y3 art</b>	9z english	
	4	9a RE 9b computing 9y PE	<b>9b computing</b>	9z1 tech 9z2 tech 9z3 art 9z4 art	<b>9z1 tech 9z2 tech 9z3 art 9z4 art</b>
	5	9x english		9z maths	

# REVISION ADVICE

## 1. Know what you will be tested on

Before you dive in:

- Get the specification for each subject (from the exam board website).
- Know exactly what topics will be examined.
- Understand the question formats (multiple choice, long answer, etc.).
- Read this booklet and follow the subject specific tips

## 2. Create a realistic revision timetable

Don't overpack it — quality over quantity.

- Use short sessions: 25–30 minutes (Pomodoro technique), followed by 5-minute breaks.
- Include all subjects, but prioritize weak areas.
- Be flexible: If you miss a session, move it—don't stress.
- Build in rewards and rest days.

## 3. Active recall & spaced repetition

These two are proven to work better than just re-reading notes.

**Active recall:**

- Use flashcards (apps like Anki or Quizlet, or physical ones).
- Cover your notes, then try to write or say everything you remember.
- Teach someone else the topic.

**Spaced repetition:**

- Revise topics multiple times over weeks.
- Schedule reviews of each topic just before you're likely to forget it.

## 4. Past papers = practice like it's the real thing

- Start early with past papers (available from exam board websites).
- Time yourself under exam conditions.
- Mark your answers using the official mark schemes.
- Use examiner reports to understand common mistakes.

## 5. Use the “blurting” method or draw a mind map

Great for self-assessment:

1. Pick a topic.
2. Write down everything you know on a blank sheet.
3. Check against notes.
4. Fill in what you missed in a different colour.

# REVISION ADVICE

## 6. Mix it up (Interleaving)

- Don't study the same subject or topic for hours.
- Mix different topics (e.g., revise science equations, then English quotes).
- It keeps your brain engaged and improves memory retention.

## 7. Don't neglect wellbeing

- Get enough sleep (at least 7–8 hours).
- Stay hydrated, eat healthy food.
- Avoid consuming too many caffeinated drinks.
- Take regular screen breaks
- Take part in exercise or other hobbies you enjoy.

## 8. Use revision resources wisely

### • Online platforms like:

- Seneca Learning
- BBC Bitesize
- Physics & Maths Tutor
- Save My Exams
- Sparx

### • YouTube channels (e.g., Mr Bruff for English, Cognito for Science)

## 9. Revise with friends

- Revision groups can be powerful, if focused.
- Teach each other topics.
- Quiz each other using flashcards or mini-tests.

## 10. Prepare fully just before each exam

- Get an early night and set an alarm with plenty of time to get to school
- Pack your bag with a clear water bottle, a snack and black pens
- Know your seat number and candidate number
- Go to the toilet before the exam
- Put your phone and watch in your bag and leave it in the faith room
- Remove all metal and revision notes from your pockets
- Line up quietly and early for the exam

# ENGLISH



**In English, you will complete two assessments:**

Paper 1 – READING – The Boy With Two Hearts

Paper 2 – WRITING – Transactional Writing

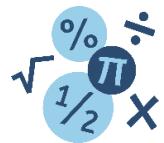
Paper	Reading	Length	1 hr	Marks	50
<b>Topics</b>	Paper 1 is split into two sections:				
	<p><b>Section A – Multiple Choice and Short Answer Questions /14 marks</b></p> <p>Students will be tested on key terminology, contextual information and key events within The Boy With Two Hearts (play version only) that you have read. Some of the questions will also be comprehension questions based on the extract provided.</p>				
	<p><b>Section B – Analytical Writing /36 marks</b></p> <p>Students will be provided with an extract (no longer than 1 and a half pages of A4) from the play version of The Boy With Two Hearts. Using the extract as a starting point, students must analyse how a theme or character is presented <b>in the extract and the rest of the play</b>. Students will be asked to analyse the language, structure and form of a key theme or character. Students must comment on elsewhere in the play or the memoir. Students should include contextual information on Afghanistan, The Taliban, life as an asylum seeker, expressionism, foils, multi-rolling, parallelism, archetypes and the use of a modern tragedy in the play. Students should use the What/Where/How/Why paragraph structure in their writing.</p>				
	<p><b>The analytical question will be on one of the following characters or themes:</b></p> <p><b>Characters</b> – Fariba, Hussein, Hessam      <b>Themes</b> – Fear, Family, Hope</p>				

Paper	Writing	Length	1 hr	Marks	50
<b>Topics</b>	Paper 2 is split into two sections:				
	<p><b>Section A – Multiple Choice and Short Answer Questions /14 marks</b></p> <p>Students will be tested on key terminology, transactional writing terminology, spelling, punctuation and grammar. The SPaG topics will be ones that students have studied for as part of their Independent Learning Booklet and during their bi-weekly mini tests in lessons.</p>				
	<p><b>Section B – Transactional Writing /36 marks</b></p> <p>Students will be asked to write a piece of transactional writing based on one of two prompts. One of the prompts will be an article for the school newspaper and the other prompt will be a speech for a Year 9 assembly. Students must only pick one of the prompts. The prompts will question students on a key social/school related issue. All students will be marked on their creativity, their accuracy and their use of interesting creative devices. If relevant, it is recommended that students use contextual knowledge from Klara and the Sun and/or The Boy With Two Hearts to inform their persuasive writing.</p>				

<b>Revision Resources</b>	<p>Students should use their Independent Learning Booklet to prepare for their Paper 1 – Reading Exam. Teachers will also provide additional resources.</p> <p><b>Transactional Writing Article</b> - <a href="https://www.bbc.co.uk/bitesize/guides/ztwtnbk/revision/4">https://www.bbc.co.uk/bitesize/guides/ztwtnbk/revision/4</a></p> <p><b>Transactional Writing Speech</b> - <a href="https://www.bbc.co.uk/bitesize/guides/ztwtnbk/revision/2">https://www.bbc.co.uk/bitesize/guides/ztwtnbk/revision/2</a></p> <p><b>BBC Bitesize Spelling</b> - <a href="https://www.bbc.co.uk/bitesize/topics/zbmv2sg">https://www.bbc.co.uk/bitesize/topics/zbmv2sg</a></p> <p><b>BBC Bitesize Punctuation</b> – <a href="https://www.bbc.co.uk/bitesize/topics/zr6bxyc">https://www.bbc.co.uk/bitesize/topics/zr6bxyc</a></p> <p><b>BBC Bitesize Grammar</b> - <a href="https://www.bbc.co.uk/bitesize/topics/z4hrt39">https://www.bbc.co.uk/bitesize/topics/z4hrt39</a></p> <p><b>CGP 10 Minute Tests</b> - <a href="https://www.cgphooks.co.uk/resources/cgp-s-free-online-10-minute-tests/free-ks3-spag-online-10-minute-tests?srsltid=AfmBOoqlzbFl8Tfcw2IP9Mdyz1F1_qZk5irw8aONH3gYkLal0oN6CjzN">https://www.cgphooks.co.uk/resources/cgp-s-free-online-10-minute-tests/free-ks3-spag-online-10-minute-tests?srsltid=AfmBOoqlzbFl8Tfcw2IP9Mdyz1F1_qZk5irw8aONH3gYkLal0oN6CjzN</a></p>				
---------------------------	--	--	--	--	--

<b>Lead Teacher</b>	Mr Glasby	Email	Ryan.Glasby@manchester-academy.org
---------------------	-----------	-------	------------------------------------

# MATHEMATICS



Paper	MidYear	Length	45 min	Marks	45
<b>Topics</b>	<p><i>Decimal manipulation</i></p> <p><i>Estimation and limits of accuracy</i></p> <p><i>Related calculations</i></p> <p><i>HCF and LCM of large numbers</i></p> <p><i>Fraction calculations</i></p> <p><i>Algebraic manipulation</i></p> <p><i>Index Laws</i></p> <p><i>Standard Form</i></p> <p><i>Expanding and Factorising</i></p>		<p><i>U417, U478, U127, U293, U453, U868, U976</i></p> <p><i>U480, U298, U731, U965, U225, U657, U108, U301</i></p> <p><i>U735</i></p> <p><i>U211, U751, U529, U236, U739, U250</i></p> <p><i>U736, U692, U793, U475, U224, U544, U538, U881, U916, U874</i></p> <p><i>U613, U662</i></p> <p><i>U235, U694, U851</i></p> <p><i>M719, M678</i></p> <p><i>U179, U365, U768, U178, U963</i></p>		
<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>• Use Sparx to work through Independent Learning resources Using the topics codes you have been given</li> </ul>				

Lead Teacher	Kal Hodgson	Email	Kal.Hodgson@manchester-academy.org
--------------	-------------	-------	------------------------------------

# SCIENCE



Paper	MidYear	Length	1 hr	Marks	60
<b>Topics</b>	<p><i>The exam will include a range of knowledge-based questions and important working scientifically skills such as: graph drawing and interpretation; experiment method writing and analysis; numeracy and data calculations.</i></p> <p><b>Biology</b></p> <p><i>7BC Cells (animal cells, microscopes, organisation, magnification) 8BE Ecology (food chains and webs, decay, estimating populations, classification, evolution, biodiversity) 8BD Digestion (food groups, digestive enzymes, digestive system, diet) 7BR Reproduction (male and female reproductive organs, puberty, variation) 9BP Photosynthesis (photosynthesis, parts of a plant) 9BB Biological Systems (skeletal system, respiratory system, respiration, smoking and alcohol, genetics)</i></p> <p><b>Chemistry</b></p> <p><i>7CP Particles (particle model, changes of state, separation techniques) 7CC Chemical Reactions (reactants, products, pH scale, acids) 8CP Periodic Table (atomic structure, periodic table groups) 8CM Materials and Earth (structure of earth, rock cycle, evolution of the atmosphere) 9CR Reactivity (atomic structure, metals, reactions of acids, extraction and uses of metals) 9CE Energetics (combustion thermal decomposition, word equations, symbol equations)</i></p> <p><b>Physics</b></p> <p><i>7PE Energy (stores, pathways) 8PL Light and Space (reflection, refraction, colour, mass and weight, gravity, seasons, solar system) 8PE Electricity and Magnetism (circuits, series and parallel circuits, conductors, insulators) 7PF Forces (friction, work done) 9PF Forces in Action (springs, moments) 7CP Particles (state changes, particle model, separation techniques) 9PM Matter (density, pressure)</i></p>				
<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>• Paper work book from your teacher</li> <li>• Science Sparx (for homework questions)  <a href="https://sparxscience.com/">https://sparxscience.com/</a> </li> <li>• YoutubeCognito (for video mind maps of every topic)  <a href="https://www.youtube.com/channel/UCaGEe4KXZrjou9kQx6ezG2w">https://www.youtube.com/channel/UCaGEe4KXZrjou9kQx6ezG2w</a> </li> <li>• BBC Bitesize (for simplified explanations of every topic)  <a href="https://www.bbc.co.uk/bitesize/subjects/zrkw2hv">https://www.bbc.co.uk/bitesize/subjects/zrkw2hv</a> </li> <li>• Oak National Academy (for online lessons for every topic)  <a href="https://continuityoak.org.uk/Lessons">https://continuityoak.org.uk/Lessons</a> </li> </ul>				

Lead Teacher	Mr Waters	Email	<a href="mailto:Craig.waters@manchester-academy.org">Craig.waters@manchester-academy.org</a>
--------------	-----------	-------	--

# HISTORY



Paper	Big test	Length	1 hr	Marks	47
Topics	<p><b><i>The Suffrage movement</i></b></p> <ul style="list-style-type: none"> <li>- <i>Suffragists</i></li> <li>- <i>Suffragettes</i></li> <li>- <i>Women's role during WWI</i></li> </ul> <p><b><i>World War one</i></b></p> <ul style="list-style-type: none"> <li>- <i>The MAIN causes</i></li> <li>- <i>The assassination of Franz Ferdinand</i></li> <li>- <i>Recruitment</i></li> <li>- <i>Soldiers; equipment and weapons</i></li> <li>- <i>Trenches</i></li> <li>- <i>Battle of Somme</i></li> </ul>				
Revision Resources	<ul style="list-style-type: none"> <li>• <i>Resources on Teams</i></li> <li>• <i>BBC Bitesize</i></li> <li>• <i>Revision powerpoint on teams / printed copy from your teacher</i></li> </ul>				

Lead Teacher	Mrs Rehman	Email	Camilla.rehman@manchester-academy.org
--------------	------------	-------	---------------------------------------

# GEOGRAPHY



Paper	1	Length	60 mins	Marks	54
Topics	<p><b>Climate change</b> <i>Evidence of climate change</i> <i>Natural causes of climate change</i> <i>The enhanced greenhouse effect</i> <i>Effects of climates change</i> <i>Mitigation vs Adaptation</i></p> <p><b>Newly Emerging Economies</b> <i>Distribution of NEEs</i> <i>Employment sectors</i> <i>Rural to urban migration (China)</i> <i>Opportunities and challenges of informal settlements (Rio, Favelas)</i> <i>TNCs (shell in Nigeria)</i></p>				
Revision Resources	<ul style="list-style-type: none"><li>• Climate change: <a href="#">Climate change - KS3 Geography - BBC Bitesize</a></li><li>• Rio: <a href="https://www.internetgeography.net/topics/what-are-the-social-and-economic-opportunities-associated-with-the-growth-of-rio/">https://www.internetgeography.net/topics/what-are-the-social-and-economic-opportunities-associated-with-the-growth-of-rio/</a></li><li>• There will also be revision on teams for you to complete</li></ul>				

Lead Teacher	Rebecca Austin	Email	<a href="mailto:Rebecca.austin@manchester-academy.org">Rebecca.austin@manchester-academy.org</a>
--------------	----------------	-------	--

# RELIGIOUS EDUCATION



Paper	<i>Equality Life and Death</i>	Length	1 hr	Marks	52
Topics	<p><b><i>Equality</i></b></p> <ul style="list-style-type: none"><li>• <i>Why Equality Is Important</i></li><li>• <i>What Religion Teaches About Equality</i></li><li>• <i>Racism and Scripture</i></li><li>• <i>The Fight for Racial Equality</i></li><li>• <i>Gender Equality and Scripture</i></li><li>• <i>Gender Equality – Women in Worship</i></li><li>• <i>LGBTQ+ and Scripture</i></li><li>• <i>LGBTQ+ Equality</i></li><li>• <i>Christianity and Disability</i></li><li>• <i>Islam and Disability</i></li></ul>				
Revision Resources	<i>Revision Guide.</i>				

Lead Teacher	Ms Burkinshaw	Email	<a href="mailto:serena.burkinshaw@manchester-academy.org">serena.burkinshaw@manchester-academy.org</a>
--------------	---------------	-------	--

# FRENCH

Merci  
Bonjour  
Au revoir

Paper	1	Length	1 hr	Marks	66
Topics	<p><i>Relationships</i></p> <ul style="list-style-type: none"> <li>○ <i>Describing family</i></li> <li>○ <i>Reflexive verbs</i></li> <li>○ <i>Present tense: regular and irregular</i></li> <li>○ <i>Likes and dislikes</i></li> <li>○ <i>Ideal Friend</i></li> <li>○ <i>Past and imperfect past</i></li> <li>○ <i>Free time vocabulary</i></li> </ul> <p><i>Festivals and Celebrations</i></p> <ul style="list-style-type: none"> <li>○ <i>Food and mealtimes</i></li> <li>○ <i>Food choices</i></li> <li>○ <i>Festival</i></li> <li>○ <i>Comparing festivals</i></li> <li>○ <i>Conditional</i></li> </ul>				
Revision Resources	<ul style="list-style-type: none"> <li>• <i>Languagenut</i></li> <li>• <i>PPT uploads on TEAMs</i></li> <li>• <i>BBC Bitesize</i></li> </ul>				

Lead Teacher	Mrs Kgasago	Email	Lisa.CraigKgasago@manchester-academy.org
--------------	-------------	-------	--

# SPANISH

Gracias  
Hola  
Adiós

Paper	1	Length	1 hr	Marks	80
Topics	<p><i>Relationships</i></p> <ul style="list-style-type: none"><li>○ <i>Describing family</i></li><li>○ <i>Reflexive verbs</i></li><li>○ <i>Present tense: regular and irregular</i></li><li>○ <i>Likes and dislikes</i></li><li>○ <i>Ideal Friend</i></li><li>○ <i>Past and imperfect past</i></li><li>○ <i>Free time vocabulary</i></li></ul> <p><i>Festivals and Celebrations</i></p> <ul style="list-style-type: none"><li>○ <i>Food and mealtimes</i></li><li>○ <i>Food choices</i></li><li>○ <i>Festival</i></li><li>○ <i>Comparing festivals</i></li><li>○ <i>Conditional</i></li></ul>				
Revision Resources	<ul style="list-style-type: none"><li>• <i>Languagenut</i></li><li>• <i>PPT uploads on TEAMS</i></li><li>• <i>BBC Bitesize</i></li></ul>				

Lead Teacher	Mrs Amaro	Email	Patricia.LorcaAmaro@manchester-academy.org
--------------	-----------	-------	--

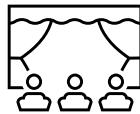
# ART



Paper	N/A	Length	3 hrs	Marks	0-100%
Topics	<p><b>Salvador Dali Surrealist Artist Fact Page</b>  <i>A3 Fact page on the artists work</i></p> <p><b>Skills-</b>  <i>Page layout and composition</i>  <i>Graphite transferring Dali images of the artists work</i>  <i>Facts and annotations break down about the artists work</i>  <i>Water colour blending wet on wet technique.</i></p> <p><b>Knowledge-</b>  <i>Knowledge recall about the artists work</i>  <i>Analysing the artists work</i>  <i>Wet on wet water colour technique</i></p>				
Revision Resources	<ul style="list-style-type: none"> <li>• <a href="https://uk.pinterest.com/pin/gcse-art-workbook-salvador-dali-information-page--400538960614614760/">https://uk.pinterest.com/pin/gcse-art-workbook-salvador-dali-information-page--400538960614614760/</a></li> <li>• <a href="https://www.twinkl.co.uk/resource/t2-a-202-ks2-salvador-dali-information-powerpoint">https://www.twinkl.co.uk/resource/t2-a-202-ks2-salvador-dali-information-powerpoint</a></li> <li>• <a href="https://www.sothebys.com/en/articles/21-facts-about-salvador-dali">https://www.sothebys.com/en/articles/21-facts-about-salvador-dali</a></li> </ul>				

Lead Teacher	Mrs Aspden	Email	Christine.aspden@manchester-academy.org
--------------	------------	-------	---

# DRAMA

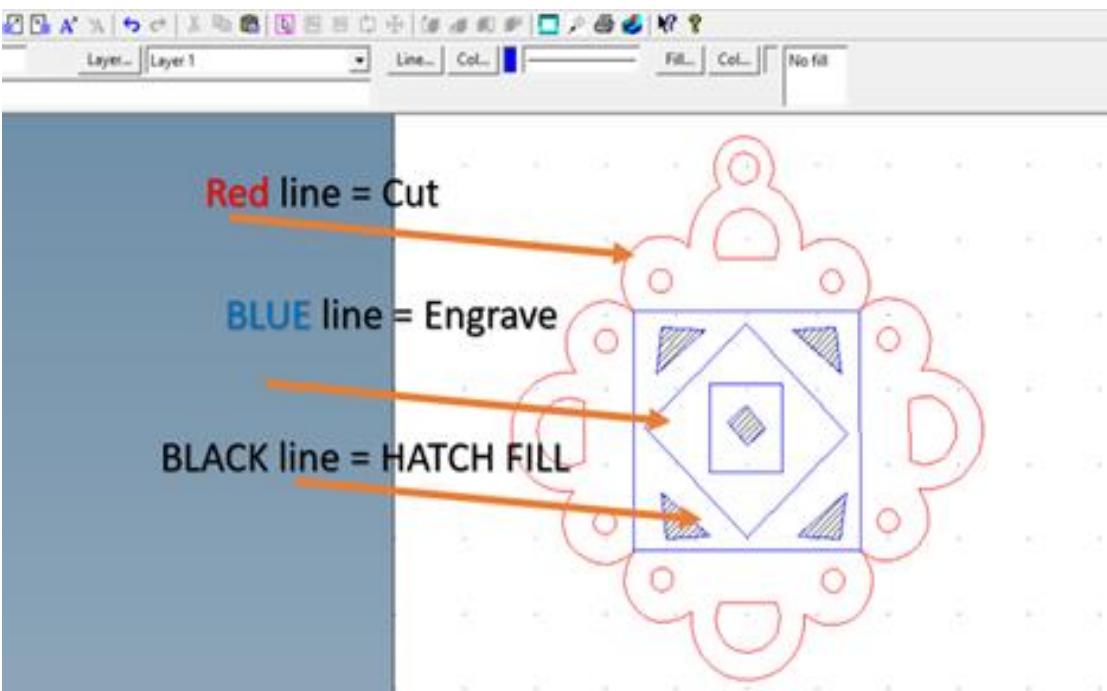


Paper	N/A	Length	All lessons	Marks	0-100%
Topics	<p><b>Rehearsal</b></p> <p><b>You will be assessed on your focus, contribution of ideas to your group.</b></p> <ul style="list-style-type: none"> <li>-Focus in <b>rehearsal</b>- rehearse at least six times</li> <li>-Demonstrate <b>safety</b> and <b>control</b> at all times in rehearsal.</li> <li>-Use <b>imagination</b> to create a performance that makes sense.</li> <li>-Ability to <b>respond</b> to teacher/student feedback to <b>improve</b> during the rehearsal phase.</li> <li>-<b>I will be planning for an impact on my audience</b></li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-To use <b>conventions</b> with confidence when required.</li> <li>-To show a clear <b>characterisation</b> using <b>tone of voice, facial expressions, body language and use of space</b>.</li> <li>-Stay in character-<b>sustain</b> the role without laughing throughout the performance.</li> <li>-Face the audience for the whole performance</li> <li>-<b>I will be performing for an impact on my audience.</b></li> </ul> <p><b>Line learning techniques:</b></p> <ul style="list-style-type: none"> <li>- Write out your lines and your cues- the line before you- in your own handwriting.</li> <li>- Get friends/ family to test you</li> <li>- Record yourself and listen back</li> <li>- Focus in lessons to improve whilst with your group</li> </ul> <p><b>Character development:</b></p> <ul style="list-style-type: none"> <li>- Tone of voice: repetition of the important lines, try different emotions, stress different words.</li> <li>- Facial expressions: look in the mirror and try different expressions as you speak your lines</li> <li>- Body language: look in the mirror to try different gestures and movement to act and behave like your character</li> </ul>				
Revision Resources	<ul style="list-style-type: none"> <li>• Script given to you in lesson</li> <li>• Take home and learn</li> <li>• Look at the voice, face, body and space suggestions to help you</li> </ul>				

Lead Teacher	Mrs McLellan	Email	Rebecca.mclellan@manchester-academy.org
--------------	--------------	-------	---

# TECHNOLOGY (DESIGN)



Paper	NA	Length	3 hours	Marks	0-100%
Topics	<p><b>TECH SOFT 2D DESIGN:</b></p> <p><b>DESIGNING AND MAKING A KEY CHARM IN THE STYLE OF YINKA ILORI.</b></p> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>• using techsoft 2D design (computer Aided Design) to create a key charm that will be cut out on the laser cutter.</li> </ul> <p><b>Key facts:</b></p> <ul style="list-style-type: none"> <li>• Red Line is a cut line</li> <li>• Blue is engrave</li> <li>• Cross hatch to fill in black</li> </ul> <p><b>Knowledge :</b> To understand the different functions of Techsoft. To know the main tools and what their limits are. To be able to evaluate using correct terminology.</p> 				
Revision Resources	<p><i>Booklets with Mr Bennett</i></p>				

# TECHNOLOGY (FOOD)



Paper	1	Length	45 mins	Marks	50
Topics	<ul style="list-style-type: none"><li>• <i>Hygiene and Safety</i></li><li>• <i>The danger zone, different coloured chopping boards and Cross contamination</i></li><li>• <i>Nutrition, Macro and Micro-nutrients</i></li><li>• <i>The eat well guide and the importance of a balanced diet</i></li><li>• <i>UK Government tips for healthy eating</i></li><li>• <i>Social factors affecting food choice and Locality &amp; accessibility</i></li></ul>				
Revision Resources	<p><b>Hard copies for revision are available from your class teacher</b></p> <p><u>Year 9 Revision booklet - Food &amp; Cookery.pptx</u></p> <p><b>Food Safety</b> <u><a href="https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3">https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3</a></u></p> <p><b>Food groups, key nutrients and a balanced diet</b> <u><a href="https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1">https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1</a></u></p> <p><b>Food Provenance</b> <u><a href="https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/3">https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/3</a></u> <u><a href="https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/1">https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/1</a></u></p> <p><b>Food, Nutrition and Health</b> <u><a href="https://www.bbc.co.uk/bitesize/subjects/zdn9jhv">https://www.bbc.co.uk/bitesize/subjects/zdn9jhv</a></u></p>				

Lead Teacher	Mrs C Stack	Email	<a href="mailto:Claire.stack@manchester-academy.org">Claire.stack@manchester-academy.org</a>
--------------	-------------	-------	--

# COMPUTING



Paper	Big Test	Length	1 hr	Marks:	60
Topics	<p><b>KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li><i>This unit takes the learners on an eye-opening journey of discovery about techniques used by cybercriminals to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value of their data to organisations and what they might use it for. They will then look at social engineering techniques used by cybercriminals to try to trick users into giving away their personal data. The unit will look at the more common cybercrimes such as hacking, DDoS attacks, and malware, as well as looking at methods to protect ourselves and our networks against these attacks.</i></li> </ul> <p><b>SKILLS: Comparison/Analysis</b></p> <ul style="list-style-type: none"> <li><i>Recognise how human errors pose security risks to data</i></li> <li><i>Define hacking in the context of cyber security</i></li> <li><i>Explain how a DDoS attack can impact users of online services</i></li> <li><i>Explain the need for the Computer Misuse Act</i></li> <li><i>List the common malware threats</i></li> <li><i>Examine how different types of malware causes problems for computer systems</i></li> <li><i>Explain how networks can be protected from common security threats</i></li> <li><i>Identify the most effective methods to prevent cyberattacks</i></li> <li><i>Implement strategies to minimise the risk of data being compromised through human error</i></li> <li><i>Identify strategies to reduce the chance of a brute force attack being successful</i></li> </ul>				
Revision Resources	<i>Use of own work portfolio</i>				

Lead Teacher	Ms Rashid	Email	<a href="mailto:Nazim.rashid@manchester-academy.org">Nazim.rashid@manchester-academy.org</a>
--------------	-----------	-------	--

# MY REVISION TIMETABLE

Week ____	Slot 1 ____->____	Slot 2 ____->____	Slot 3 ____->____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Week ____	Slot 1 ____->____	Slot 2 ____->____	Slot 3 ____->____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

# MY REVISION TIMETABLE

Week ____	Slot 1 ____->____	Slot 2 ____->____	Slot 3 ____->____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Week ____	Slot 1 ____->____	Slot 2 ____->____	Slot 3 ____->____
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			