

# STUDENT REVISION GUIDE

**Y9 Summer Big Tests**

**8<sup>th</sup> June – 19<sup>th</sup> June**

Name		Form	
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# EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Monday 8 - June	1	9a history 9b french 9c music 9d geography	9Z4 DT	9z1 tech 9z2 tech 9z3 art 9z4 art	9z1 Food SEM 9z3 Food BFA 9z4 Art
	2	9z maths		9z PE	
	3	9x english		9e computing 9f spanish 9g RE 9h computing	9g RE 9H Co 9E Co
	4	9x science		9z science	
	5	9x PE 9c french 9d music		9z maths	
Tuesday 9 - June	1	9x maths		9z english	
	2	9x1 tech 9x2 tech 9x3 art 9y PE	9x1 Food CST 9X2 DT	9e drama 9f drama 9g geography 9h spanish	
	3	9a history 9b geography 9c french 9d drama	9a history	9z maths	
	4	9x1 art 9x2 art 9x3 tech 9c RE 9d french	9x3 Food SEM	9e RE 9f RE 9g drama 9h drama	9e RE 9f RE
	5	9x science	Biology Exam	9z science	Biology Exam
Wednesday 10 - June	1	9a computing 9b history 9y PE	9A Co	9e music 9f spanish 9g spanish 9h history	
	2	9a music 9b geography 9c history 9d RE	9B-Geography	9z maths	
	3	9x english		9z science	
	4	9a french 9b RE 9y1 tech 9y2 art 9y3 art	9y1 Food SEM 9Y2 DT	9z english	
	5	9x maths		9e spanish 9f history 9g computing 9h RE	9f history 9G Co

# EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Thursday 11 - June	1	9x science	<b>Chemistry Exam</b>	9z science	<b>Chemistry Exam</b>
	2	9x english		9z PE	
	3	9x maths	<b>Maths P1</b>	9e history 9f geography 9g geography 9h history	
	4	9a geography 9b history 9c geography 9d history	<b>9A- Geography</b> <b>9C- Geography</b>	9z maths	<b>Maths P1</b>
	5	9x PE 9c drama 9d geography		9z english	
Friday 12 - June	1	9a drama 9b french 9c history 9d history		9e RE 9f geography 9g music 9h spanish	9F- Geography
	2	9x science		9e geography 9f music 9g history 9h geography	9E- Geography 9H- Geography
	3	9a french 9b drama 9y1 tech 9y2 art 9y3 art		9z english	Reading
	4	9a RE 9b computing 9y PE	9a RE 9B Co	9z1 tech 9z2 tech 9z3 art 9z4 art	9z3 Art 9z4 Art
	5	9x english	<b>Reading</b>	9z maths	

# EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Monday 15 - June	1	9x PSHE		9z1 art 9z2 art 9z3 tech 9z4 tech	9Z1 and 2 Art
	2	9x PE 9c french 9d geography	9D- Geography	9z PSHE	
	3	9x maths		9z english	Writing
	4	9z science		9z science	
	5	9x english	Writing	9e history 9f RE 9g history 9h geography	
Tuesday 16 - June	1	9a history 9b music 9c RE 9d RE	9c RE 9d RE	9e geography 9f computing 9g geography 9h drama	9G Geography 9F Co
	2	9x maths		9z english	
	3	9a RE 9b drama 9c drama 9d french		9z1 art 9z2 art 9z3 tech 9z4 tech	
	4	9x science	Physics Exam	9z science	Physics Exam
	5	9x english		9z maths	
Wednesday 17 - June	1	9a geography 9b RE 9c computing 9d french	9b RE 9C Co	9e spanish 9f history 9g history 9h history	9g history 9h history
	2	9x english		9z maths	
	3	9x science		9z science	
	4	9x maths		9e drama 9f spanish 9g spanish 9h RE	
	5	9a french 9b history 9y1 art 9y2 tech 9y3 tech	9b history 9y3 Food CST	9z english	

# EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Thursday 18 - June	1	9x english		9e history 9f geography 9g spanish 9h geography	9d history 9e history
	2	9a geography 9b geography 9c history 9d history	9c history	9e geography 9f drama 9g RE 9h spanish	
	3	9x maths	Maths P2	9z english	
	4	9a drama 9b french 9c geography 9d computing	9D Co	9z maths	Maths P2
	5	9x science		9z science	
Friday 19 - June	1	9x english		9e spanish 9f history 9g drama 9h music	
	2	9x science		9z science	
	3	9x1 tech 9x2 tech 9x3 art 9c geography 9d drama		9z PE	
	4	9x maths		9z english	
	5	9x1 art 9x2 art 9x3 tech 9y1 art 9y2 tech 9y3 tech		9z maths	9X3 Technology

# 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 Crucible Paper 2 – WRITING – Transactional Writing

<b>Paper</b>	<i>R e a d i n g</i>	<b>Length</b>	<i>1 hr</i>	<b>Marks</b>	<i>50</i>
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<b>Topics</b>	<p><b>Analytical Writing – The Crucible</b></p> <p>Students must analyse how a theme or character is presented in the play. Students will be asked to analyse the importance of the key theme or character in relation to plot, idea, relationships and character. Students should include contextual information on The Salem Witch Trials and McCarthyism in their answer. Students must learn key moments and quotations in relation to the themes and characters listed below.</p> <p><b>The analytical question will be on one of the following characters or themes:</b></p> <p><b>Characters</b> – Abigail Williams, John Proctor <b>Themes</b> – Suspicion, Power</p>				
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<b>Paper</b>	<i>Writing</i>	<b>Length</b>	<i>1 hr</i>	<b>Marks</b>	<i>50</i>
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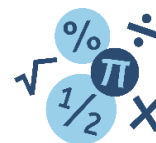
<b>Topics</b>					
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	<p><b>Section B – Transactional Writing</b></p> <p>Students will be asked to write a piece of transactional writing based on one of two prompts. One of the prompts will be an article for the local newspaper and the other prompt 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>				
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<b>Revision Resources</b>	<p>Teachers will also provide additional resources.</p> <p><b>The Crucible</b> - <a href="https://blogs.glowscotland.org.uk/fi/public/khsenglish/uploads/sites/12566/2023/10/05084039/the-crucible-revision-guide.pdf">https://blogs.glowscotland.org.uk/fi/public/khsenglish/uploads/sites/12566/2023/10/05084039/the-crucible-revision-guide.pdf</a></p> <p><b>Transactional Writing Article</b> - <a href="https://www.bbc.co.uk/bitesize/guides/ztwtbnk/revision/4">https://www.bbc.co.uk/bitesize/guides/ztwtbnk/revision/4</a></p> <p><b>Transactional Writing Speech</b> - <a href="https://www.bbc.co.uk/bitesize/guides/ztwtbnk/revision/2">https://www.bbc.co.uk/bitesize/guides/ztwtbnk/revision/2</a></p> <p><b>BBC Bitesize Spelling</b> - <a href="https://www.bbc.co.uk/bitesize/topics/zbm2sg">https://www.bbc.co.uk/bitesize/topics/zbm2sg</a></p> <p><b>BBC Bitesize Punctuation</b> - <a href="https://www.bbc.co.uk/bitesize/topics/zr6bxy">https://www.bbc.co.uk/bitesize/topics/zr6bxy</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.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests/free-ks3-spag-online-10-minute-tests?srsId=AfmBOoqLzbFl8Tfcw2lP9Mdyz1F1_qZk5irw8aQNH3gYkLal0oN6CjzN">https://www.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests/free-ks3-spag-online-10-minute-tests?srsId=AfmBOoqLzbFl8Tfcw2lP9Mdyz1F1_qZk5irw8aQNH3gYkLal0oN6CjzN</a></p>				
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<b>Lead Teacher</b>	<i>Miss Tregelles</i>	<b>Email</b>	<i>Amy.Tregelles@manchester-academy.org</i>		
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# MATHEMATICS



Paper	End of term	Length	2×45 min	Marks	45
<b>Topics</b>	<p><b>Unit Topic Sparx topics</b></p> <p>9.01 Decimal manipulation U417, U478, U127, U293, U453, U868, U976</p> <p>9.02 Estimation and limits of accuracy U480, U298, U731, U965, U225, U657, U108, U301</p> <p>9.03 Related calculations U735</p> <p>9.04 HCF and LCM of large numbers U211, U751, U529, U236, U739, U250</p> <p>9.05 Fraction calculations U736, U692, U793, U475, U224, U544, U538, U881, U916, U874</p> <p>9.06 Algebraic manipulation U613, U662</p> <p>9.07 Index laws U235, U694, U851</p> <p>9.08 Standard form M719, M678</p> <p>9.09 Expanding and factorising U179, U365, U768, U178, U963</p> <p>9.10 Forming expressions and substitution M175, M428, U201, U585, U144, M830</p> <p>9.11 Direct and inverse proportion U721, U610, U357, U640, U364, U238</p> <p>9.12 Probability 1 U408, U510, U683, U166, U104, U476, U748, U296, U280, U580</p> <p>9.13 Solving equations 2 U755, U325, U870, U599</p> <p>9.14 Inequalities 1 U759, U509, U738, U145</p> <p>9.15 Sequences U213, U530, U498, U978, U680, U958</p> <p>9.16 Pythagoras U385</p> <p>9.17 Interior and exterior angles U447, U390, U730, U628, U732, U329, U655, U427</p> <p>9.18 Vectors 1 U196, U903, U564, U632, U660</p> <p>9.19 Transformations 1 M797, U799, U696, U519</p> <p><b>Paper 1: Non-Calculator</b>  <b>Paper 2: Calculator</b></p>				
<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>You can search the Sparx codes in the Independent Learning function in Sparx</li> <li>The Year 9 End of Year Assessment can include any topic from Year 9 Term 1 to 5</li> </ul>				

<b>Lead Teacher</b>	Kal Hodgson	<b>Email</b>	<a href="mailto:Kal.Hodgson@manchester-academy.org">Kal.Hodgson@manchester-academy.org</a>
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# SCIENCE



Paper	Year E n d	Length  3 x 30 Mins	Marks	90
Topics		<p>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. The assessment may include any science topic covered in KS3 including:</p> <p><b>Biology</b>            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)</p> <p><b>Chemistry</b>            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)</p> <p><b>Physics</b>            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)</p>		
Revision Resources		<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> </ul>		
Lead Teacher	Mr Waters	<ul style="list-style-type: none"> <li>• BBC Bitesize (for simplified explanations of every topic) <a href="https://www.bbc.co.uk/bitesize/subjects/zrkwnzv">https://www.bbc.co.uk/bitesize/subjects/zrkwnzv</a></li> </ul>		
		<ul style="list-style-type: none"> <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>		

# HISTORY



Paper	Big test	Length	1 hr	Marks	49
<b>Topics</b>	<p><b>The Suffrage movement</b></p> <ul style="list-style-type: none"> <li>- Suffragists</li> <li>- Suffragettes</li> <li>- Women's role during WWI</li> </ul> <p><b>World War one</b></p> <ul style="list-style-type: none"> <li>- The MAIN causes</li> <li>- The assassination of Franz Ferdinand</li> <li>- Recruitment</li> <li>- Soldiers; equipment and weapons</li> <li>- Trenches</li> <li>- Battle of Somme</li> </ul> <p><b>Rise of Hitler</b></p> <ul style="list-style-type: none"> <li>- Why did the Weimar Republic fail?</li> <li>- The Treaty of Versailles</li> <li>- The Great depression and unemployment</li> <li>- Hitler's rise to power through propaganda and terror</li> <li>- Nazi control of education</li> </ul> <p><b>Holocaust</b></p> <ul style="list-style-type: none"> <li>- Persecution of Jews</li> <li>- Concentration camps</li> <li>- Kristallnacht</li> </ul>				
<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>• Resources on Teams</li> <li>• BBC Bitesize</li> <li>• Revision powerpoint on teams / printed copy from your teacher</li> </ul>				

<b>Lead Teacher</b>	Mrs Rehman	<b>Email</b>	Camilla.rehman@manchester-academy.org
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# GEOGRAPHY



Paper	1	Length	60 mins	Marks	54
<b>Topics</b>	<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>				
<b>Revision Resources</b>	<ul style="list-style-type: none"><li>• <i>Climate change: <a href="#">Climate change - KS3 Geography - BBC Bitesize</a></i></li><li>• <i>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></i></li><li>• <i>There will also be revision on teams for you to complete</i></li></ul>				

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



<b>Paper</b>	<i>Equality Life and Death</i>	<b>Length</b>	<i>1 hr</i>	<b>Marks</b>	<i>46</i>
<b>Topics</b>	<p><b><u>Equality</u></b></p> <ul style="list-style-type: none"><li>• Why Equality Is Important</li><li>• What Religion Teaches About Equality</li><li>• Racism and Scripture</li><li>• The Fight for Racial Equality</li><li>• Gender Equality and Scripture</li><li>• Gender Equality – Women in Worship</li><li>• LGBTQ+ and Scripture</li><li>• LGBTQ+ Equality</li></ul> <p><b><u>Life and Death</u></b></p> <ul style="list-style-type: none"><li>• Introduction to Morality &amp; Ethics</li><li>• Thomas Aquinas' Natural Law</li><li>• Criticisms of Natural Law</li><li>• Joseph Fletcher and Situation Ethics</li><li>• Criticisms of Situation Ethics</li><li>• Sanctity and Quality of Life</li><li>• Abortion</li><li>• Euthanasia</li></ul>				
<b>Revision Resources</b>	<i>Revision Guides</i>				

<b>Lead Teacher</b>	<i>Ms Burkinshaw</i>	<b>Email</b>	<i>serena.burkinshaw@manchester-academy.org</i>
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# FRENCH

Paper	2	Length	1 hr	Marks	tbc
<b>Topics</b>	<p><i>Relationships</i></p> <ul style="list-style-type: none"> <li>○ Describing family</li> <li>○ Reflexive verbs</li> <li>○ Present tense: regular and irregular</li> <li>○ Likes and dislikes</li> <li>○ Ideal Friend</li> <li>○ Past and imperfect past</li> <li>○ Free time vocabulary</li> </ul> <p><i>Festivals and Celebrations</i></p> <ul style="list-style-type: none"> <li>○ Food and mealtimes</li> <li>○ Food choices</li> <li>○ Festival</li> <li>○ Comparing festivals</li> <li>○ Conditional</li> </ul> <p><i>City or Region in a TL country</i></p> <ul style="list-style-type: none"> <li>○ Things I can/ can't do in my town</li> <li>○ My town now compared to the past (past)</li> <li>○ Where would you like to live in the future</li> <li>○ Describing a shopping trip 1</li> <li>○ Imperfect tense</li> <li>○ My area</li> <li>○ Comparisons</li> </ul> <p><i>The world around us</i></p> <ul style="list-style-type: none"> <li>○ Environmental issues of city life</li> <li>○ Environmental solutions</li> <li>○ Environmental issues in the past</li> <li>○ Rights of children</li> <li>○ Expressing opinions on the rights of children</li> <li>○ Helping others</li> </ul>				
<b>Revision Resources</b>	<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>				

<b>Lead Teacher</b>	Mrs Amaro	<b>Email</b>	<a href="mailto:Patricia.LorcaAmaro@manchester-academy.org">Patricia.LorcaAmaro@manchester-academy.org</a>
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Paper	2	Length	1 hr	Marks	Tbc
<b>Topics</b>	<p><i>Relationships</i></p> <ul style="list-style-type: none"> <li>○ Describing family</li> <li>○ Reflexive verbs</li> <li>○ Present tense: regular and irregular</li> <li>○ Likes and dislikes</li> <li>○ Ideal Friend</li> <li>○ Past and imperfect past</li> <li>○ Free time vocabulary</li> </ul> <p><i>Festivals and Celebrations</i></p> <ul style="list-style-type: none"> <li>○ Food and mealtimes</li> <li>○ Food choices</li> <li>○ Festival</li> <li>○ Comparing festivals</li> <li>○ Conditional</li> </ul> <p><i>City or Region in a TL country</i></p> <ul style="list-style-type: none"> <li>○ Things I can/ can't do in my town</li> <li>○ My town now compared to the past (past)</li> <li>○ Where would you like to live in the future</li> <li>○ Describing a shopping trip 1</li> <li>○ Imperfect tense</li> <li>○ My area</li> <li>○ Comparisons</li> </ul> <p><i>The world around us</i></p> <ul style="list-style-type: none"> <li>○ Environmental issues of city life</li> <li>○ Environmental solutions</li> <li>○ Environmental issues in the past</li> <li>○ Rights of children</li> <li>○ Expressing opinions on the rights of children</li> <li>○ Helping others</li> </ul>				
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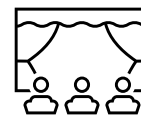
<b>Lead Teacher</b>	Mrs Amaro	<b>Email</b>	Patricia.LorcaAmaro@manchester-academy.org
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Paper	N / A	Length	3 hrs	Marks	0-100%
Topics	<p><b>City Observational Drawing</b> A4 observational Drawing of a city image</p> <p><b>Skills-</b> Page layout and composition Graphite transferring chosen differentiated City Image Water colour blending techniques Coloured pencil blending techniques Tonal pencil shading</p> <p><b>Knowledge-</b> Knowledge recall about how to create a strong composition and how to utilize the best materials to suit the image Knowledge from previous work on the artist Ian Murphy from Summer term 1 Knowledge of how to present work on the page and how to add depth of tone to an image. Colour blending skills recap from previous lessons.</p>				
Revision Resources	<ul style="list-style-type: none"> <li>• <a href="https://www.accessart.org.uk/balancing-observational-experimental-drawing/">https://www.accessart.org.uk/balancing-observational-experimental-drawing/</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/guides/z2q7tcw/revision/1">https://www.bbc.co.uk/bitesize/guides/z2q7tcw/revision/1</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/guides/z2q7tcw/revision/1">https://www.bbc.co.uk/bitesize/guides/z2q7tcw/revision/1</a></li> <li>• <a href="https://in.pinterest.com/bamdignity0582/environment-observation-sketches/">https://in.pinterest.com/bamdignity0582/environment-observation-sketches/</a></li> </ul>				

Lead Teacher	Mrs Aspden	Email	Christine.aspden@manchester-academy.org
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# 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</b> and <b>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>Responding</b></p> <ul style="list-style-type: none"> <li>-To <b>discuss</b> the elements of performance with confidence.</li> <li>-To <b>analyse</b> the <b>strengths</b> and <b>weaknesses</b> of my own/others performance.</li> <li>-To <b>listen</b> to others ideas and be able to <b>develop</b> or <b>challenge</b> them.</li> <li>-To be able to use the <b>drama terminology</b> with confidence.</li> <li>-<b>I will be evaluating the impact on my audience.</b></li> </ul> <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>- <b>gestus</b></li> <li>- <b>Narration</b></li> <li>- <b>Direct address</b></li> <li>- <b>Still image</b></li> </ul>				
Revision Resources	<ul style="list-style-type: none"> <li>• Respond to feedback in lesson</li> <li>• Focus with energy and resilience</li> <li>• Answer questions with thought and imagination</li> <li>• Support your group to be successful</li> </ul>				

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




Paper	N/A	Length	30 minutes	Marks	30
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Topics	Video Game Music
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## Computer and Video Game Music

**Early Computer and Video Game Music**




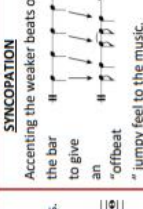
Early video game music consisted primarily of **SOUND EFFECTS** (an artificially created or enhanced sound used to emphasize certain actions within computer and video games), **CHIPTUNES** or **8-BIT MUSIC** (a style of electronic music which used simple melodies made for programmable sound generator (PSG) sound chips in vintage computers, consoles and arcade machines) and early sound **SYNTHESIZER** technology (an electronic musical instrument that generates audio signals that may be converted to sound). **SAMPLING** (the technique of digitally encoding music or sound and reusing it as part of a composition or recording) began in the 1980's allowing sound to be played during the game, making it more realistic and less "synthetic-sounding".



**How Computer and Video Game Music is used within a Game**


Music within a computer or video game is often used for **CUES** (knowing when a significant event was about to occur). Video game music is often heard over a game's title screen (called the **GROUND THEME**), options menu and bonus content as well as during the entire gameplay. Music can be used to **INCREASE TENSION AND SUSPENSE** e.g. during *battles and chases*, when the player must make a decision within the game (a **DECISION MOTIF**) and can change, depending on a player's actions or situation e.g. *indicating missing actions or "pick-ups"*.

**Musical Features of Computer and Video Game Music**






<p><b>JUMPING BASS LINE</b></p> <p>Where the bass line often moves by <b>LEAP (DISJUNCT MOVEMENT)</b> leaving 'gaps' between notes</p> 	<p><b>STACCATO ARTICULATION</b></p> <p>Performing each note sharply and detached from the others.</p> <p>Shown by a dot.</p> 	<p><b>CHROMATIC MOVEMENT</b></p> <p>Melodies and bass lines that ascend or descend by semitones.</p> 	<p><b>SYNCOPIATION</b></p> <p>Accenting the weaker beats of the bar to give an "offbeat" jumpy feel to the music.</p> 
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**Character Themes in Computer and Video Game Music**

Characters within a video game can also have their own **CHARACTER THEMES** or **CHARACTER MOTIFS** – like **LEITMOTIFS** within Film Music. These can be manipulated, altered and changed – adapting the elements of music – **ORCHESTRATION** (the act of arranging a piece of music for an orchestra and assigning parts to the different musical instruments), **TIMBRE**, **SONORITY**, **TEXTURE**, **PITCH**, **TEMPO**, **DYNAMICS** – depending on the character's situation or different places they travel to within the game.



**Famous Computer and Video Game Music Composers and their Soundtracks**

 <b>Koji Kondo</b> <i>Super Mario Bros. (1985)</i> <i>The Legend of Zelda (1986)</i>	 <b>Michael Giacchino</b> <i>The Last World: Jurassic Park (1997)</i> <i>Medal of Honour (1999)</i> <i>Call of Duty (2003)</i>	 <b>Mieko Ishikawa</b> <i>Dragon Slayer (1983)</i>	 <b>Martin O'Donnell and Michael Salvatori</b> <i>Halo (2002)</i>
 <b>Daniel Rosenfield</b> <i>Minecraft (2011)</i>	 <b>Rom Di Prisco</b> <i>Fortnite (2017)</i>		

Lead Teacher	Mr Gamble	Email	Jerome.gamble@manchester-academy.org
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# TECHNOLOGY (DESIGN)



Paper	NA	Length	3 hours	Marks	0-100%
<b>Topics</b>	<p><b>Y9 DT Revision Tick List</b></p> <p><b>Workshop Safety</b></p> <p>I can explain why safety rules are important in a workshop.            I know what PPE (Personal Protective Equipment) is.            I can name the PPE used in a workshop (e.g. goggles, apron, dust mask).            I can explain why PPE must be worn when using tools and machinery.            I know how to behave safely around others in the workshop.</p> <p><b>Using Hand Tools Safely</b></p> <p>I can describe how to use hand tools safely.            I know how to secure material before cutting or shaping.            I can explain why correct posture and grip matter.</p> <p><b>Coping Saw</b></p> <p>I know what a coping saw is used for.            I can explain how to hold and use a coping saw safely.            I know how to cut accurately along a marked line.            I understand why turning the material (not the saw) helps on curves.</p> <p><b>Filing and Sanding</b></p> <p>I can explain the purpose of file and sanding.            I know the difference between coarse and fine abrasives.            I can choose the correct tool for shaping and smoothing.            I know how to work safely when filing and sanding.</p> <p><b>Importance of a Good Finish Before Decorating</b></p> <p>I can explain why products should be smooth before painting or decorating.            I understand how sanding improves appearance and quality.            I know that a poor finish affects the final look of the product.</p> <p><b>Following Relief Lines When Cutting Out</b></p> <p>I know what relief lines are.            I can explain why relief cuts help when cutting curved shapes.            I can follow marked lines accurately when shaping material.</p> <p><b>Pillar Drill Safety</b></p> <p>I can describe how to use a pillar drill safely.            I know why material must be clamped securely.            I understand why loose clothing and long hair are dangerous near machinery.            I can explain why teacher supervision is needed.</p> <p><b>Design Task</b></p> <p>I can identify the design brief.            I can research and gather ideas.            I can create annotated sketches.            I can explain how my design meets the user's needs.</p> <p><b>Designing Creatively for the Future</b></p> <p>I can generate original ideas.            I can design products for future users and needs.            I can consider sustainability in my designs.            I can explain how technology may influence future products.            I can evaluate and improve my ideas.</p> <p><b>Final Check</b></p> <p>I can explain each topic in my own words.            I can apply this knowledge in a practical workshop task.            I feel confident answering questions about safety, tools, and design</p>				
<b>Revision Resources</b>	<ul style="list-style-type: none"> <li>Ms McBride &amp; Mr Fittons Revision Handout-</li> </ul>				

<b>Lead Teacher</b>	Ms McBride	<b>Email</b>	Catherine.mcbride@manchester-academy.org
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# TECHNOLOGY ((FOOD))



Paper	1	Length	45 mins	Marks	50
Topics	<ul style="list-style-type: none"><li>• Hygiene and Safety</li><li>• The danger zone, different coloured chopping boards and Cross contamination</li><li>• Nutrition, Macro and Micro-nutrients</li><li>• The eat well guide and the importance of a balanced diet</li><li>• UK Government tips for healthy eating</li><li>• Social factors affecting food choice and Locality &amp; accessibility</li></ul>				
Revision Resources	<p><b>Hard copies for revision are available from your class teacher</b> <a href="#">Year 9 Revision booklet - Food &amp; Cookery.pptx</a></p> <p><b>Food Safety</b> <a href="https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3">https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3</a></p> <p><b>Food groups, key nutrients and a balanced diet</b> <a href="https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1">https://www.bbc.co.uk/bitesize/guides/z8rqw6f/revision/1</a></p> <p><b>Food Provenance</b> <a href="https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/3">https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/3</a> <a href="https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/1">https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/1</a></p> <p><b>Food, Nutrition and Health</b> <a href="https://www.bbc.co.uk/bitesize/subjects/zdn9jlv">https://www.bbc.co.uk/bitesize/subjects/zdn9jlv</a></p>				

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



Paper	Big Test	Length	1 hr	Marks:	70
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>Cyber Security</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></ul> <p><b>Data Representation</b></p> <ul style="list-style-type: none"><li>Explain that computers use binary to represent all data and instructions</li><li>Explain what a character set is</li><li>Explain why analogue sound data needs to be converted into binary digits</li><li>Describe the concepts of sampling, sample rate, and sample resolution</li><li>Describe what a pixel is and how pixels relate to bitmap images</li><li>Describe colour depth and resolution</li><li>Define 'metadata'</li></ul> <p>Interactive Media</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Describe the term 'pre-production'</li><li><input type="checkbox"/> Name associated file formats for types of digital graphics</li><li><input type="checkbox"/> Discuss the features and properties of websites</li></ul>				
Revision Resources	<a href="#">Y9 BT2 Revision 2026.pptx</a>				

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

Week ____	Slot 1 __:__:__->__:__:__	Slot 2 __:__:__->__:__:__	Slot 3 __:__:__->__:__:__
Monday			
Tuesday			
Wednesday			
Thursday			
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Week ____	Slot 1 __:__:__->__:__:__	Slot 2 __:__:__->__:__:__	Slot 3 __:__:__->__:__:__
Monday			
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Week ____	Slot 1 __:__:__->__:__:__	Slot 2 __:__:__->__:__:__	Slot 3 __:__:__->__:__:__
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