



Saint Joseph's
CATHOLIC SCHOOL

Key Stage 3 Revision Booklet

Year 9

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY

Dear Year 9 pupils,

In a few weeks, you will all be facing a series of formal examinations. These exams will test the progress you have made in your first year of your GCSE's.

Once your teachers have marked the exams, they will look at your results and come to a judgement about how much you have learned. Based on your achievements in these exams and your assessments throughout the year, subject teachers will be reviewing sets for their subject areas.

Once we have this overall picture, we will look at whether we feel it is appropriate that you 'move up' or 'move down' sets. Decisions about this will be made within weeks of you sitting the exams. If you have done particularly well, a letter of congratulations may be on its way... on the other hand, if you have not performed according to your ability, your parents may be asked to come up to school for an interview to discuss your progress.

As you can see, these exams are IMPORTANT for the school, for your parents, and (most importantly) for YOU.

So, what do you do now? Well, **REVISE**, of course! To help you do your very best in the exams, your teachers have drawn up revision lists – you will find them all in this booklet, along with revision tips and a revision planner to help you organise and use your time wisely. Remember – there should be no need to panic! If you have always worked hard in class and continue to do so, revision will be a pleasure rather than a chore, as it will simply be a matter of checking and confirming what you already know!

Your exams will happen during your lesson time and your teachers will inform you which lesson will be used for your exam.

All the teachers at St Joseph's wish you success in the forthcoming exams!

Mr R Rooney



How to Perform Well in Exams

This guide is intended to help you with your exam preparation, so that you can make the most of what you have learned. It does NOT offer you a way around the problem of lack of effort in the past, but it CAN help you make the best use of the time you have left!

The most important thing is to **LISTEN** and **PARTICIPATE** in class. Pay attention and ask for help if/when you need it. The harder you work in class **NOW**, the easier your revision and preparation will be later.

Revising isn't something that should be challenging or difficult at all. What revising is, unfortunately, is time consuming. It takes a while. That's why you might like to start early (nothing to do on a Sunday?)...

Plan Your Revision

Work out how long you've got to revise before the exams, and plan how best to use that time. Prepare a revision timetable. Pace yourself, revisiting each subject area regularly in the weeks before the exams. Don't fool yourself that 'cramming' the night before an exam will do the trick!



Preparation

- Be organised. Keep your folders, books etc tidy so that you don't have to waste time looking through clutter.
- Read the subject pages in this booklet carefully to find out what will be examined in each subject.
- Don't try to revise where there are distractions, like the TV or your games console.
- Eat well, sleep well and take physical exercise – cooping yourself up in one room day after day is unhealthy. You won't perform well if you've locked yourself up with books for weeks!
- Your brain can only concentrate for certain periods of time, so take regular breaks and treat yourself to a reward – go out for a walk, kick a ball about, listen to music.
- Don't let breaks take over though – stick to strict time limits, and don't slump for long periods in front of the TV.
- Make sure you know what equipment you will need for each exam.
- Make sure you know which exams are on which days. If you are ill on the day of an exam, make sure your parent/guardian telephones school immediately to explain.
- Make sure you are comfortable before you go into the exam room – (e.g. make sure you have been to the toilet)

Strategies for Revising

There is no one correct way to revise, and each person will have their own approach. Below are a few strategies that you could use to help you revise:



Looking at the subject pages in this booklet identify what areas you need to concentrate on. When you have identified these areas go through your work for the year and create some revision resources (mindmaps, flashcards, lists) with the relevant information.

Once you have these revision resources, you can use them to revise by:

- Testing yourself – hide the resource away, can you remember all the information on the resource?
- Get others to test you
 - Give the resource to a family member or friend and ask them to ask you questions relating to the information.
 - Give the resource to a family member or friend and see if you can tell them the information on the resource.
- Look at some of the relevant questions you have done throughout the year in your exercise book – re-do the questions using your revision resources as help.

On the next page is a suggestion on how you could organise your revision time!

End of Year Exam Revision Strategy

Gather →	Filter →	Learn →	Test
Session 1 After the first time you have revised a topic, you should not need to do any further 'gathering'	Session 2 After the 2nd or 3rd time you have revised a topic, you should not need to do any further 'filtering'	Session 3 Give yourself a variety of activities and change where you work from time to time. Don't forget to revise with friends sometimes too.	Session 4 onwards As you approach your exam date you should be spending more and more time on the testing stage and making the tests more challenging.
20% of your time	30% of your time	30% of your time	20% of your time
You will need: <ul style="list-style-type: none"> Exercise books Revision guides/checklists (see the section on the school website) Questions you have tackled during lessons Old assessments you have completed <p>Before you start, rank the topics you need to cover from most to least confidence. Begin with the topics lowest on the list.</p> <p>Read through and become familiar with the information that you need to know in order to be successful.</p> <p>Identify any bits of knowledge you have missing and go to see your teacher to help fill this gap.</p>	<p>Reduce the amount of information you have down to essential parts of the knowledge. You can do this by:</p> <p>Creating mind maps or flash cards.</p> <p>Creating Crib sheets – these are like pages from a revision guide with all the essential information.</p> <p>Writing 'perfect' exam answers from your notes.</p> <p>Making your own knowledge organiser or summary sheet of the topics.</p>	<p>Use these strategies to learn the information so that you can recall it easily.</p> <p>Look/cover/write/check</p> <p>Read and repeat information for 2–3 minutes, do something else for 10 minutes and then try to recreate from memory.</p> <p>Complete exam/assessment questions and then go back and self-mark. Fill in the gaps in a different coloured pen. Revise the bits you missed again.</p>	<p>Low stakes testing Easy, quick quizzes which test small pieces of knowledge. This works well for simple facts, dates, key words or important formulae. You must complete some low stakes testing within 24 hours of revising a topic to anchor learning in your memory.</p> <p>High stakes testing These are longer exam style questions which apply knowledge as you would have to in the exam.</p> <p>These should be completed within 48–72 hours of revising a topic and then repeated regularly to keep your revision 'fresh'.</p>
Gathering is NOT REVISION; don't spend ages on this stage.		Copying out information word for word is not filtering or learning.	Silent. No support. Timed.



In the Exam/Classroom

Follow the instructions to the letter. Read any instructions given on the paper and listen carefully to the teacher who gives out the exam. Read the questions very carefully, and if there are examples given, study them carefully too. The clue as to how to answer the question will be in the example. Make sure you answer the question given – there isn't much point telling the examiner what you know if it has nothing to do with the question!

Plan your time well in the exam – if you only manage to attempt half of the questions, the best mark you can possibly get is only 50%! Make sure your answers are well-presented. Write clearly and neatly and label diagrams or pictures if this helps your answer.

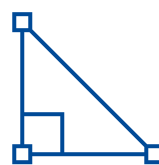


DON'T PANIC!

Remember, exams are NOT designed to catch you out – rather, to allow you to show what you have learned. Being calm and thoughtful in the exam will help you get the most out of your preparation.

Message to all parents

Please make sure that your son/daughter is properly equipped for the forthcoming exams.



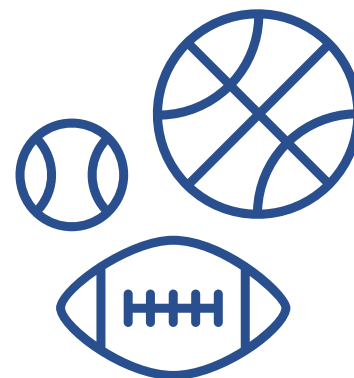
As a minimum, they should have several black pens, pencils, a rubber, ruler and pencil-sharpener, mathematical equipment (protractor, compass and a working calculator) all stored in a pencil case.



WHAT YOU NEED TO REVISE:

Physical Training

- Health and fitness
- Components of fitness and their measures
- Fitness testing and their limitations
- Principles of training
- Types of training – linked to sports
- Warmups and cool downs



Sports Psychology

- Classification of skill
- Arousal and techniques to control
- Goal setting and SMART targets
- Information processing model
- Guidance and feedback

VCERT HEALTH AND FITNESS

WHAT YOU NEED TO REVISE:

Physical Training

- Health and fitness
- Components of fitness and their measures
- Fitness testing and their limitations
- Principles of training
- Types of training – linked to sports
- Effects of exercise



CREATION

For your exam you should be able to:

- Explain what Michelangelo Creation of Adam shows about humanity is being created in the image of God, and be able to contrast it with another work of art that depicts creation.
- Explain what Genesis 1 and 2 show about God as creator, transcendent and omnipotent, and understand the importance of these beliefs
- Explain the significance of humans being made in the image of God, and what this shows about free will, stewardship, human dignity and the sanctity of life
- Explain how the Bible was written, and describe the types of writings that it contains
- Explain the significance of inspiration and of the Bible as the revealed word of God
- Explain different Christian interpretations of the Genesis creation stories
- Explain how the idea of natural law is based on belief in the goodness of creation, and how natural law influences Catholic understanding of the sanctity of life
- Explain how Catholics believe science and religion can work together
- Explain how caring for the environment is a way of 'loving the neighbour'
- Explain how Catholics show the idea of stewardship at work at different levels
- Explain how CAFOD's work on sustainability show Catholic beliefs about the goodness of creation.

INCARNATION

For your exam you should be able to:

- Explain what the Bible teaches about Jesus as the incarnate Son and divine Word, fully God and fully man, Son of God, and son of Man
- Explain why Christians use the symbols Ichthus, Alpha and Omega, and Chi-Rho
- Explain how the belief that God became man has influenced Catholic attitudes to religious art
- Explain what one sculpture or statue of Jesus teaches about Jesus, and explain different Christian attitudes to religious sculptures, statues, and images of Jesus
- Explain how Jesus fulfils the law, and how he shows people how to live through his actions, attitudes, and teachings
- Explain what St Irenaeus meant when he wrote 'the glory of God is a human being, fully alive'
- Explain how the incarnation is talked about in *Dei Verbum* 4 and *Verbum Domini* 12
- Explain what the belief that Jesus is God incarnate teaches about grace and the sacramental nature of reality
- Explain how the seven sacraments help make life holy for Catholics
- Explain how the idea of humans being *imago dei* influences Catholic beliefs about the protection of the unborn



A01 – Revision

Practise reading unseen extracts. Pick out key information about characters.

A02 – Revision – Language Analysis:

Make sure you know what all of these key language features and word types are: Revision – Look up the definition find examples for yourself.

Word Types:

Nouns (abstract, proper, concrete)
Pronouns (personal, possessive, inclusive)
Adjectives (simple and compound)
Verbs (Modal verbs, Imperatives)
Adverbs
Intensifier
Modifiers
Prefix/ Suffix
Prepositions

Imagery:

Similes
Metaphors
Personification
Emotive language
Semantic Field
Oxymoron
Symbolism
Extended metaphor
Pathetic Fallacy
Ambiguity
Idiom

Sound Devices:

Alliteration
Sibilance
Onomatopoeia
Assonance

Sentence analysis:

Sentence Types (Simple, compound, complex)
Rhetorical questions
Main clauses and subordinate clauses
Fact/opinion
Noun phrase
Syntax
Adverbials

General Terms:

Hyperbole
Anecdote
Rhetoric
Analogy
Cliché
Satire
Parody



A02 – Revision – Structure Analysis

Beginning, middle, end
Narrative Perspective
Climax, anti-climax
Contrast
Juxtaposition
Paragraph
Chronological narrative
Tenses
Topic Sentence
Flashback
Foreshadowing
Non-linear narrative
Cyclical narrative
Repeated motif
Denouement
Exposition
Bildungsroman

SECTION B – WRITING – YOU MUST SPEND 45 MINUTES ON THIS TASK.

QUESTION FIVE: CHOICE OF TWO TASKS, WHICH COULD BE BASED ON DESCRIPTIVE OR NARRATIVE WRITING. YOU WILL BE GIVEN AN IMAGE PROMPT AND MAY BE GIVEN AN OPENING LINE TO USE. 40 MARKS (24 FOR IDEAS & ORGANISATION, 16 FOR ACCURACY)

WRITING AND PLANNING TIPS

- Read and highlight the style/mood of the writing task first
 - *Is it a narrative or descriptive task? What mood will I evoke?*
- Plan your answer before you begin, including the topic sentences for each paragraph and the narrative voice and tense you will use.
- Make sure your ideas are realistic and suited to the image prompt or the theme/idea, if given.

VARY YOUR SENTENCE OPENERS

- Start with a **verb (ing)**
 - Beating relentlessly against the rocks, the wave's intentions were clear.
- Start with an **adjective (s)**
 - Brilliant ideas suddenly came to me and I knew what I had to do.
- Start with an **adverb**
 - Helplessly, she looked around for a solution.
- Start with a **preposition**
 - Elsewhere, a man was scanning the crowd, searching for his next victim.
- Start with a **noun**
 - Rain cascaded down, drenching everything beneath it.
- Use **conditionals**
 - If, for just a moment, someone stopped to notice, his life would have been very different.
- Use **'The more...the more'...**
 - The more the wind howled, the more wary the people became.
- Use **'The less...the less...'**
 - The less time I spent thinking about it, the less it felt like an issue to me.
- Start with a **connective**
 - However, he had another plan.

WHAT IS DESCRIPTIVE WRITING?

In descriptive writing, you should aim to re-create a scene or experience for the reader. Imagine it's like a photograph – a snapshot taken at one point in time.

- Write in third person and past tense – it's easier! Write it at the top of your page as a reminder.
- Start off by looking at the whole scene then zoom in on smaller details.
- Explore colour, shapes & the senses in your description.

WHAT IS NARRATIVE WRITING?

In narrative writing, you should aim to tell a whole story or part of one. You will need to shape the characters and plot for the reader to give a clear sense of what's happening.

- Choose either first or third person and make a note of it at the top of your page.
- Don't try and fit too much in – decide on three or four points of plot and make them relatively realistic.
- Chose a tense (easiest to go with past) and stick to it!
- Try & open in an interesting way.



Module 1 – El instituto

- Describing your school, teachers, school subjects and after school activities.
- Giving opinions, using the near future, and talking about school rules.

Module 2 – Ganarse la vida

- How to earn money and spend it.
- What would you like to do in the future, Job titles and reason for learning a language

Module 3 – Hispanoamerica

- Hispanoamerican countries
- Daily routine and environment
- Famous people and fair trade

Module 4 – Mi casa es tu casa

- Introducing your parents and your home.
- At the station and doing an excursion

Module 5 – Grammar

- Adjectives agreement
- Present, past, future and conditional tense
- Sentence starters, time phrases, connectors.
- Complex structures

1-9 grade descriptors for years 7 to 11: Spanish

<h3 style="text-align: center; border-bottom: 2px solid yellow;">Grade 1</h3> <p>Produce and understand simple sentences in Spanish.</p> <div style="text-align: center;"> </div> <p>Translate short sentences from English → Spanish & Spanish → English.</p> <hr style="border-top: 1px dashed red;"/> <h3 style="text-align: center; border-bottom: 2px solid yellow;">Grade 3</h3> <p>Grades 1 & 2 + Produce, understand & translate longer paragraphs. Use two tenses. Justify your opinions and use descriptions. Use time phrases.</p> <div style="text-align: center;"> </div>	<h3 style="text-align: center; border-bottom: 2px solid yellow;">Grade 2</h3> <p>Grade 1 + Produce, understand & translate short paragraphs in the present tense. Give opinions, use connectives & intensifiers.</p> <div style="text-align: center;"> </div> <hr style="border-top: 1px dashed red;"/> <h3 style="text-align: center; border-bottom: 2px solid yellow;">Grade 4</h3> <p>Grades 1, 2 & 3 + Use three tenses in the 'I' form. Use correct word order (think: where do adjectives go?) Use complex opinion phrases & speak spontaneously!</p> <div style="text-align: center;"> </div>	<p>Grades 1, 2, 3 & 4 + Produce, understand and translate longer, detailed texts. Use four tenses in the 'I' form. Use formal and informal language. Use complex structures such as modal verbs, negatives, comparatives and superlatives</p> <div style="text-align: center;"> </div> <hr style="border-top: 1px solid yellow;"/> <h3 style="text-align: center; border-bottom: 2px solid yellow;">Grade 5</h3>
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Module 1 – Ma vie sociale ado

- Talking about Facebook
- Giving your opinion about someone
- Arranging to go out
- Describing a date

Module 2 – Chez moi chez toi

- Describing where you live and comparative adjectives
- Describing your home and preps
- Talking about food prendre and boire
- Quantities and speaking
- Talking about an event using 3 tenses

Module 3 – Mon identité

- Talking about personality
- Adjectival agreements
- Talking about relationships
- Reflexive verbs
- Talking about music
- Agreeing and disagreeing giving reasons
- Talking about clothes
- The near future tense
- Talking about your passion
- Past, present and future tense

Module 4 – Spéciales vacances

- Discussing holidays
- Asking questions using inversion
- Imagining adventure holidays
- Using the conditional
- Talking about what you take with you on holiday
- Using reflexive verbs
- Describing what happened on holiday
- Combining different tenses
- Visiting a tourist attraction
- Using emphatic pronouns

Module 5 – moi dans le monde

- Discussing what you are allowed to do
- Using expressions with avoir
- Explaining what's important to you
- Using direct object pronouns
- Talking about things you buy
- Using si in complex sentences
- Describing what makes you happy
- Using complex structures



What you need to know for your End of Year Test:

FOUNDATION		LIGHTER	
Rounding	Indices	Fractions	HCF and LCM
Negative numbers	Metric conversions	Ratios	Rounding
Decimals	Proportion	Percentages	Sequences
Percentages	Parts of a circle	Compound interest	Simple algebra
Fractions	Money problems	Vectors	Expand and simplify
Multiples	proportion	Distance/speed/time	Equations
Factors	Distance/speed/time	Plans and elevations	Equation of a straight line
Prime numbers	Simple algebra	Perimeter and area	Co-ordinates
Reading timetables	Sequences	Surface area	Quadratic curves
Possible outcomes	Simplifying	Boxplots	Transformations
Calculating probabilities		Scatter graphs	Probability
Calculations with a calculator		Simple trigonometry	Probability tree diagrams
		Angles in polygons	Indices and Standard form

For more detail on the topics above ask your teacher.

How do I revise for Maths?

- Use the notes in your exercise book. Take note of the 'working out' methods.
- Use the questions in your homework book to practice answering questions.
- Use MyMaths (lessons and online tasks). If you can't remember your login, ask your teacher.



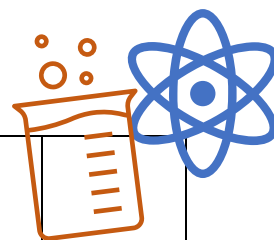
To revise Maths, you MUST 'do' Maths. You can't just read from your exercise book.

Equipment needed:

Pen, pencil, eraser, pencil sharpener, ruler, compass, protractor, calculator.



REVISION TOPICS:



Trilogy Foundation revision guide pages	Trilogy Higher revision guide pages		The three Year 9 summer exam questions will be on the following topics. (CGP Revision guides will be available for purchase through the school.)			
11.1	11.1	B1	Cell Biology			
11.2	11.2	B1	Cells			
17	17	B1	Diffusion			
18	18	B1	Osmosis – (Required Prac Bio 3)			
19	19	B1	Active Transport			
20	20	B1	Exchange surfaces (All about surface area)			
24.1	24.1	B2	Organisation			
29	30	B2	The lungs			
30	31	B2	Circulatory System – heart			
31	32	B2	Circulatory System – Blood vessels			
32	33	B2	Circulatory System – Blood vessels			
38	39	B2	Plant Cell Organisation			
39	40	B2	Transpiration and Translocation			
40	41	B2	Transpiration and Stomata			
50.1	50.1	B4	Bioenergetics			
50.2	50.2	B4	Photosynthesis and Limiting Factors			
53	54	B4	Respiration and Metabolism			
96.1	96.1	C1	Atomic Structure and the Periodic Table			
96.2	96.2	C1	Atoms			
97	97	C1	Elements			
98	98	C1	Compounds			
99	99	C1	Chemical Equations			
102	102	C1	Distillation			
106	106	C1	The modern Periodic Table			
107	107	C1	Metals and Non Metals			
108	108	C1	Group 1 Elements			
109	109	C1	Group 7 Elements			
110	110	C1	Group 0 Elements			

112.1	112.1	C2	Bonding Structure and Properties of Matter			
112.2	112.2	C2	Formation of ions			
113	113	C2	Ionic Bonding			
115	115	C2	Covalent Bonding			
120	120	C2	States of Matter			
121	121	C2	Changing State			
123.1	123.1	C3	Quantitative Chemistry			
123.2	123.2	C3	Relative Formula Mass			
125	125	C3	Conservation of Mass			
167.1	167.1	P1	Energy			
167.2	167.2	P1	Energy Stores and Systems			
168	168	P1	Kinetic and Potential Energy Stores			
169	169	P1	Specific Heat Capacity			
179.1	179.1	P2	Electricity			
179.2	179.2	P2	Current and Circuit Symbols			
180	180	P2	Resistance and $V=IR$ ($I=V/R$ is easier to understand)			
181	181	P2	Resistance and I–V Characteristics			
183	183	P2	Series Circuits			
184	184	P2	Parallel Circuits			
187	187	P2	Power of Electrical Appliances			
201.1	201.1	P5	Forces			
202	202	P5	Weight Mass and Gravity			



WHAT YOU NEED TO REVISE:

The developments in surgery that we have studied so far.

How each of the factors below contributed to the development of medicine in our studies so far:

- Science and technology
- Government
- Individual genius
- Superstition and religion
- Attitudes
- Chance
- War



Important individuals in the development of medicine that we have studied so far including:

- Hippocrates
- Galen
- Vesalius
- Pare
- Harvey
- Edward Jenner
- John Hunter
- Robert Liston
- James Simpson
- Joseph Lister

The exam will consist of:

One 8 mark compare type question.

Compare... in what ways were they similar?

AND

One 16 mark + 4 SPaG factor question

Has (factor) been the main factor in...? (16) (SPaG 4)

Explain your answer with reference to (factor) and other factors.



PHYSICAL LANDSCAPES IN THE UK – COASTS:

Landforms

- Spits, beaches, arch, cave, stack, stump, sand dunes
- Case study – Old Harry Rocks



Processes

- Erosion (hydraulic action, abrasion, attrition, solution)
- Transportation (longshore-drift, saltation, traction, solution, suspension)
- Deposition
- Coastal management strategies – soft and hard engineering
- Case study – Lyme Regis

WHAT SKILLS YOU NEED TO FOCUS ON:

Map skills:

- 4 and 6-Figure Grid References
- Contour lines
- Ordnance survey maps

Exam skills:

- Command words e.g. 'List', 'Describe', 'Compare', 'Explain', 'Sequence'

Geographical vocabulary:

- Key words for processes of erosion and transportation.

Structuring an answer:

- Logical sequencing (firstly, secondly, finally...)
- Appropriate use and annotation of diagrams
- Use key words and terminology, e.g. named processes, named examples.



Product Design Revision

WHAT YOU NEED TO REVISE:

Materials: Paper, Boards, Timbers, Polymers and Metals

- Properties
- Life Cycle
- Uses
- Environmental impacts
- Sustainability



Forces and Structures – Practical Skills:

Design Sketching

- 2d: working technical drawings
- 3D: Isometric and tonal rendering
- Annotations: CAFEQUE



ICT Revision

The ICT exam will focus on your comprehension and text analysis skills.

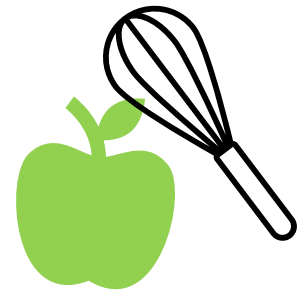
You will be given texts related to ICT and will have a series of questions to answer.

There is no subject material you can use to revise but researching and building up your knowledge about e-safety will benefit you.



WHAT YOU NEED TO REVISE:

You will be asking a mock GCSE question paper. This will consist of 20 multiple choice questions followed by a series of longer, exam style questions. Some will involve one word answers, some will involve longer answers that involve you constructing a response worth up to 8 marks.



All of the questions that will be in the test will be based on information that can be found in your project booklets or that you will have covered in homework tasks. To revise please read your project booklets and ensure you have a good knowledge of the following topics we have covered this year.

- Health and safety in the food room.
- Food science including Raising agents, Gelatinisation, Denaturisation of proteins etc.
- Food provenance (where food comes from).
- The Eatwell guide and nutrition.
- Food and religion.
- Dietary guidelines.
- Obesity.
- Vitamins, including fat and water soluble. • Staple foods.

WHAT SKILLS YOU NEED TO FOCUS ON:

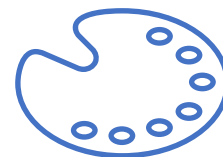
- **Knowledge** – Do you know the keywords & terminology of the topics listed above?
- **Describe** – Can you describe the topics listed above and place them into context of your cooking or feeding yourself?
- **Explaining** – Can you explain your answers using specific PEE chains when necessary?
- **Analyse** – Can you analyse your answers to suggest improvements?



Art Revision

Coursework one final response

In the 10 hours provided (during lesson time), produce your independent final response for the title Natural Forms.



This should reflect your experimentation and ideas that have been produced throughout your portfolio.

Ensure all materials you may need to purchase and your mock-up pieces are completed and in school prior to you starting your exam.



Sociology Revision

Important individuals in **Family unit**:

- Talcott Parsons
- Willmott and Young
- Ann Oakley



Theories – be able to define what they want to change in society and what they believe is currently happening in society

- Feminism
- Marxism
- Functionalism
- Internationalism

Case Studies:

- Oxana Malaya
- Genie

Key terminology studied from September must be revisited to be able to add depth to your paragraphs.

For your exam you will be filmed and assessed on the set phrases. You will also sit an exam on the following skills which reflects section A of your official exam.



Safe working practices

Warmups / cool downs / hazards / nutrition and hydration

Physical Skills

Posture / alignment / co-ordination / balance / flexibility / extension / isolation / mobility / elevation / stamina / strength / control

Technical skills

Actions / dynamics / space / relationships / choreographic devices

Expressive skills

Projection / focus / spatial awareness / facial expression / phrasing / musicality / sensitivity / communication of choreography

Mental Skills

Movement memory / commitment / concentration / confidence

**Good luck –
you'll be great!**

Please remember to ask your
teachers if you need any help.



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