



*Saint Joseph's*  
CATHOLIC SCHOOL

---

# Key Stage 3 Revision Booklet

# Year 7



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

Dear Year 7 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 secondary school.

Once your teachers have marked the exams, they will look at your results and come to a judgement about how much (or how little!) 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 congratulation may be on its way....on the other hand, if you have not performed according to your ability, your parents may have 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 exams will be taking place during the week beginning the 10<sup>th</sup> June.

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!**

Gather →	Filter →	Learn →	Test
<p><b>Session 1</b> After the first time you have revised a topic, you should not need to do any further 'gathering'</p>	<p><b>Session 2</b> After the 2nd or 3rd time you have revised a topic, you should not need to do any further 'filtering'</p>	<p><b>Session 3</b> Give yourself a variety of activities and change where you work from time to time. Don't forget to revise with friends sometimes too.</p>	<p><b>Session 4 onwards</b> As you approach your exam date you should be spending more and more time on the testing stage and making the tests more challenging.</p>
<b>20% of your time</b>	<b>30% of your time</b>	<b>30% of your time</b>	<b>20% of your time</b>
<p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Revision guides/checklists (see the section on the school website)</li> <li>• Questions you have tackled during lessons</li> <li>• Old assessments you have completed</li> </ul> <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><b>Low stakes testing</b> 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><b>High stakes testing</b> 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>
<p>Gathering is <b>not revision</b>; don't spend ages on this stage.</p>	<p>Copying out information word for word is not filtering or learning.</p>		<p>Silent. No support. Timed.</p>



Follow the instructions to the letter. Read any instructions given on the paper and/or 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.



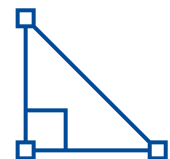
## **DON'T PANIC!**

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 clear pencil case.



<b>Date (Week Beginning):</b>	
-------------------------------	--

	MON	TUE	WED	THU	FRI	SAT	SUN
<b>TIME</b>							
<b>TIME</b>							
<b>TIME</b>							
<b>TIME</b>							

Weekly Revision Timetable		
English Language		
English Language		
Maths		
Biology		
Chemistry		
Physics		
RE		
Option 1		
Option 2		
Option 3		
Option 4		

Techniques:
Flash cards                      Mind maps Practice papers                Lists
<b>20–30 minute sessions are best.</b>

What I didn't complete/what I need to revisit/questions to ask my teacher:



<b>Date (Week Beginning):</b>	
-------------------------------	--

	MON	TUE	WED	THU	FRI	SAT	SUN
<b>TIME</b>							
<b>TIME</b>							
<b>TIME</b>							
<b>TIME</b>							

Weekly Revision Timetable		
English Language		
English Language		
Maths		
Biology		
Chemistry		
Physics		
RE		
Option 1		
Option 2		
Option 3		
Option 4		

Techniques:
Flash cards                      Mind maps
Practice papers                Lists
<b>20–30 minute sessions are best.</b>

What I didn't complete/what I need to revisit/questions to ask my teacher:







<b>Date (Week Beginning):</b>	
-------------------------------	--

	MON	TUE	WED	THU	FRI	SAT	SUN
<b>TIME</b>							
<b>TIME</b>							
<b>TIME</b>							
<b>TIME</b>							

Weekly Revision Timetable		
English Language		
English Language		
Maths		
Biology		
Chemistry		
Physics		
RE		
Option 1		
Option 2		
Option 3		
Option 4		

Techniques:
Flash cards                      Mind maps
Practice papers                Lists
<b>20–30 minute sessions are best.</b>

What I didn't complete/what I need to revisit/questions to ask my teacher:



<b>Date (Week Beginning):</b>	
-------------------------------	--

	MON	TUE	WED	THU	FRI	SAT	SUN
<b>TIME</b>							
<b>TIME</b>							
<b>TIME</b>							
<b>TIME</b>							

Weekly Revision Timetable		
English Language		
English Language		
Maths		
Biology		
Chemistry		
Physics		
RE		
Option 1		
Option 2		
Option 3		
Option 4		

Techniques:
Flash cards                      Mind maps
Practice papers                Lists
<b>20–30 minute sessions are best.</b>

What I didn't complete/what I need to revisit/questions to ask my teacher:



## WHAT YOU NEED TO REVISE:

- **How to do:**
  - 4 and 6–figure grid references
  - Compass Directions
  - Contours
  - Scale (distance)
  - Map symbols
  - Name and location of the seven continents
  - Location of Great Britain in Europe
- Reasons why people settle in different locations – for example, the advantages and disadvantages of living near the coast.
- The different types of settlement – patterns and function.
- Urban land use model and characteristics of the different zones.
- How settlement changes over time.
- Recognising different settlements on O.S. maps.



## WHAT SKILLS YOU NEED TO FOCUS ON:

### Map skills:

- 4 and 6– Figure Grid References
- Contour lines

### Exam skills:

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

### Geographical vocabulary:

- Key words for map skills and settlement, e.g. Dispersed, nucleated, relief

### Structuring an answer:

- Logical sequencing (Firstly, secondly, finally...)
- Appropriate use and annotation of diagrams
- Use key words, processes, and features



## WHAT YOU NEED TO REVISE:

1. You will have **recall questions** linking to content that you have studied from **across Year 7**.
2. You will then have an **extended writing** task focusing on:
  - The Tudor family tree
  - Changes to the church under the Tudor monarchs
  - Tudor Monarchs:
    - Henry VII
    - Henry VIII
    - Edward VI
    - Mary I
    - Elizabeth I
  - How long did they rule?
  - What they did well?
  - What they did badly?
  - Who was most successful?



### Key Words:

- Heretic
- Reformation
- Break from Rome

### Key Skills:

- Chronology
- Using historical terms
- Producing an accurate narrative of events (using the PEE chain)
- Making a judgement (who was the most successful Tudor monarch?)

In a <b>good</b> extended answer, you would...	<ul style="list-style-type: none"> <li>• Describe each monarch</li> <li>• Say what each monarch achieved (or didn't achieve)</li> <li>• Use dates and historical terms correctly</li> <li>• Have a basic structure.</li> </ul>
In a <b>better</b> extended answer, you would...	<ul style="list-style-type: none"> <li>• Describe each monarch in detail</li> <li>• Select and use information to explain what each monarch did successfully (or not so successfully)</li> <li>• Use the correct dates and proper historical terms</li> <li>• Produce well-structured work and include a conclusion about which monarch you think was the most successful.</li> </ul>
In the <b>best</b> extended answer, you would...	<ul style="list-style-type: none"> <li>• Explain how you decided to judge the monarchs</li> <li>• Show why you think some Tudor monarchs were more successful than others</li> <li>• Select, organise, and use relevant information and use the correct historical terms to produce structured work</li> <li>• Include a conclusion that sums up your findings.</li> </ul>



You will answer 10 Multiple Choice Questions on your Shakespeare text and an extended question based on either *A Midsummer Night's Dream* or *The Tempest*.



## What should I revise? How should I revise?

### Knowledge Organisers:

- Your teacher will give you a knowledge organiser for your Shakespeare text in the next couple of weeks. You should use this to revise quotations and key aspects of the play. Try the method of look, cover, write and check and then get someone at home to test you on the facts.

### Other Ideas:

- Revise the overall plot (ask your teacher for help with this or look online)
- Revise characters (what do they represent? What are they like? How do they behave?)
- Revision of language analysis (what could you look for? What techniques do you know? Which words could you zoom in on?)
- Revision of context (how could you link this to the themes/characters?)

### How can I do this?

- Look back through your book. What have you done in lessons?
- Go onto a website like BBC Bitesize: <https://www.bbc.co.uk/bitesize>
- Use revision resources given to you by your teacher.



## WHAT YOU NEED TO REVISE:

You are going to be assessed on phonics, vocabulary, and grammar in four skills: listening, reading, speaking, and writing.

### Vocabulary:

**Introducing yourself:** how are you, numbers, ages, names, adjectives, family member, hair and eyes

**School:** Subjects, opinions., description of teachers, rules, uniform,

**Free time:** Free time, opinions, time phrases, sports, music

### Grammar:

- adjective rules including gender neutral,
- present tense,
- ser
- Tener
- se puede + Inf,
- comparatives,
- agreements,
- simple future tense

### Phonics – Sound Symbol Correspondence:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• a, e, i, o, u</li> <li>• Contrast SSC 'l' and 'll'</li> <li>• Learn hard 'ca/co/cu'</li> <li>• Learn 'cu' + vowel 'cue/cua/cui' and Learn soft 'ce/ci'</li> <li>• Concentrate on pronunciation of 'z'</li> <li>• Learn SSC 'que'</li> <li>• Learn SSC 'qui'</li> </ul> | <ul style="list-style-type: none"> <li>• Learn hard 'ga/go/gu'</li> <li>• Learn soft 'ge/gi'</li> <li>• Learn 'j'</li> <li>• Contrast SSC 'n' and 'ñ'</li> <li>• Contrast SSC 'v' and 'b'</li> <li>• Contrast SSC 'r' and 'rr'</li> <li>• Silent 'h'</li> </ul> |
|---|---|

### How can I do this?

- Look back through your book. What have you done in lessons?
- Sentence Builders – Your teacher will upload all the sentence builders you have used this year for your own revision on SMHW
- SMART FLASHCARDS – your teacher will show you techniques to help you remember your speaking questions.

## WHAT SKILLS YOU NEED TO FOCUS ON:

### Check your flightpaths!

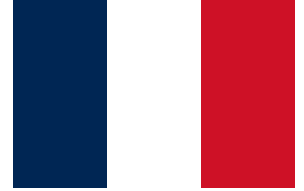
Bronze	Silver	Gold
<p><b>RECEPTIVE:</b> I can recognise and remember the meaning of individual words (e.g. hello / thank you). I can understand some main points from short texts/brief dialogues using familiar language</p> <p><b>PRODUCTIVE:</b> I can write/say single words accurately e.g. Hello, thank you.</p> <p><b>PHONICS:</b> I know and can apply a few phonics rules in the target language</p> <p><b>GRAMMAR:</b> I understand some basic grammar rules in the target language (e.g. verb conjugation, adjectival agreement, gender of nouns)</p>	<p><b>RECEPTIVE:</b> I can identify 2 different tenses when listening/reading. I can understand a lot of what I hear/read and work out the gist of longer passages as well as detail</p> <p><b>PRODUCTIVE:</b> I can write a paragraph using longer sentences in the present tense including conjunctions. I can write/talk about 2 time frames generally accurately and I continue to talk/write about others in at least one tense. I can talk/write about others, using accurate verb endings and adjectival agreement</p> <p><b>PHONICS:</b> I can apply a lot of phonic rules and read slightly longer unknown words accurately</p> <p><b>GRAMMAR:</b> I can respond more fluently to a wider range of questions with more detail and can construct my own. I apply some basic grammar rules in the target language (e.g. verb conjugation, adjectival agreement). I can ask/answer more complex questions.</p>	<p><b>RECEPTIVE:</b> I can listen and understand spoken/written longer passages which contain at least 4 tenses and a range of structures and vocabulary. I can understand information and pick out the main details from most topics. I can apply skills that enable me to cope with unfamiliar language.</p> <p><b>PRODUCTIVE:</b> I can successfully use 4 different tenses orally and in writing with a range of verbs and a range of pronouns</p> <p><b>GRAMMAR:</b> I can apply conjugation rules in 4 time frames (past / present / future/conditional) with support and apply simple grammar rules accurately. I can understand and use modal verbs.</p> <p><b>PHONICS:</b> I can apply a lot of phonic rules and read an unknown text accurately.</p>





## WHAT YOU NEED TO REVISE:

You are going to be assessed on phonics, vocabulary, and grammar in four skills: listening, reading, speaking, and writing.



### Vocabulary:

**Introducing yourself:** how are you, numbers, ages, names, adjectives, family member, hair and eyes  
**School:** Subjects, opinions., description of teachers, rules, uniform,  
**Free time:** Free time, opinions, time phrases, sports, music

### Grammar:

- adjective rules including gender neutral,
- present tense,
- être,
- avoir
- pouvoir + Inf,
- comparatives,
- present tense (er verbs),
- near future tense,
- faire
- aller

### Phonics – Sound Symbol Correspondence:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Silent final consonant (SFC)</li> <li>• SSC 'a'</li> <li>• SSC 'i' and 'eu'</li> <li>• SSC 'e' and 'au (eau)'</li> <li>• Contrast SSC 'u' and 'ou'</li> <li>• Silent final 'e' and 'é' (-er, -ez)</li> </ul> | <ul style="list-style-type: none"> <li>• SSC 'en' / 'an', 'on'</li> <li>• SSC "-ain' / '-in', 'è' / 'ê'</li> <li>• Liaison (t- and s-)</li> <li>• SSC 'ai' and 'oi'</li> <li>• SSC 'ch', 'ç' (and soft 'c')</li> <li>• SSC 'qu', 'j' (and soft 'g')</li> <li>• SSC '-tion', '-ien'</li> </ul> |
|---|---|

### How can I do this?

- Look back through your book. What have you done in lessons?
- Sentence Builders – Your teacher will upload all the sentence builders you have used this year for your own revision on SMHW
- SMART FLASHCARDS – your teacher will show you techniques to help you remember your speaking questions.

## WHAT SKILLS YOU NEED TO FOCUS ON:

### Check your flightpaths!

Bronze	Silver	Gold
<p><b>RECEPTIVE:</b> I can recognise and remember the meaning of individual words (e.g. hello / thank you). I can understand some main points from short texts/brief dialogues using familiar language</p> <p><b>PRODUCTIVE:</b> I can write/say single words accurately e.g. Hello, thank you.</p> <p><b>PHONICS:</b> I know and can apply a few phonics rules in the target language</p> <p><b>GRAMMAR:</b> I understand some basic grammar rules in the target language (e.g. verb conjugation, adjectival agreement, gender of nouns)</p>	<p><b>RECEPTIVE:</b> I can identify 2 different tenses when listening/reading. I can understand a lot of what I hear/read and work out the gist of longer passages as well as detail</p> <p><b>PRODUCTIVE:</b> I can write a paragraph using longer sentences in the present tense including conjunctions. I can write/talk about 2 time frames generally accurately and I continue to talk/write about others in at least one tense. I can talk/write about others, using accurate verb endings and adjectival agreement</p> <p><b>PHONICS:</b> I can apply a lot of phonic rules and read slightly longer unknown words accurately</p> <p><b>GRAMMAR:</b> I can respond more fluently to a wider range of questions with more detail and can construct my own. I apply some basic grammar rules in the target language (e.g. verb conjugation, adjectival agreement). I can ask/answer more complex questions.</p>	<p><b>RECEPTIVE:</b> I can listen and understand spoken/written longer passages which contain at least 4 tenses and a range of structures and vocabulary. I can understand information and pick out the main details from most topics. I can apply skills that enable me to cope with unfamiliar language.</p> <p><b>PRODUCTIVE:</b> I can successfully use 4 different tenses orally and in writing with a range of verbs and a range of pronouns</p> <p><b>GRAMMAR:</b> I can apply conjugation rules in 4 time frames (past / present / future/conditional) with support and apply simple grammar rules accurately. I can understand and use modal verbs.</p> <p><b>PHONICS:</b> I can apply a lot of phonic rules and read an unknown text accurately.</p>

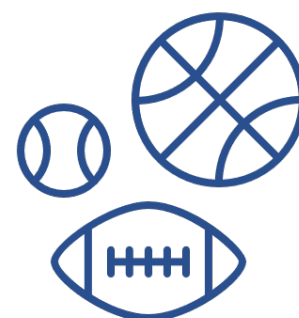


To assist with gaining knowledge on how the GCSE PE course is run, we will be completing a GCSE Rounders practical assessment. During this assessment you will be marked on your ability to perform the skills of the sport in isolation and in a competitive situation. Understanding the rules and the teaching points of the skills in Rounders will assist with your overall grade.

## WHAT YOU NEED TO REVISE AND PRACTICE

### Rules to Rounders

- How many players on a team?
- How do you score half rounders/full rounders?
- How do you get a batting player out?



### Physical Training: Warming up & Cooling Down

- How do I warm up before rounders?
- Why is it important to warm up before sport and physical activity and to cool down afterwards?
- What components are included in a warmup?
- What components of included in a cool down?

### Teaching points of each skill

- Bowling
- Batting
- Fielding positions (with focus on the 4 main roles)

### Analysing performance

- Identify my strengths
- Identify my areas of development
- Suggest ways to improve my performance

## WHAT SKILLS YOU NEED TO FOCUS ON – check your flightpaths!

- **Knowledge** – Do you know the keywords & terminology of your selected sport?
- **Describe** – Briefly identify the main outline of a game/match.
- **Explaining** – Can you explain specific rules of the sport and why they are in place? Use PEE chains.
- **Analyse** – Can you analyse your own performance to provide strategies for you to improve?

N.B. You may be asked questions during your practical assessment to assist with your overall mark.

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

Use your Collins Homework book to revise, the chapters focusing on the following:



Collins Homework book
Using Numbers Chapter 1
Algebra Chapter 7
Working with numbers Chapter 5
Statistics Chapter 6
Decimal numbers Chapter 4
Co-Ordinates and graphs Chapter 10
Perimeter, Area and volume Chapter 3
Fractions Chapter 8
Probability Chapter 12
Angles Chapter 9

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.



## What knowledge do I need from each module?

### Creation and Covenant

- The creation accounts in Genesis
- Stewardship
- Catholic social teachings

### Prophecy and Promise

- Sacred scripture and sacred traditions
- What do Catholics believe about the Bible?
- Rosary and Lectio Divina
- Scripture in Mass



### Galilee to Jerusalem

- The different titles of Jesus
- What is the incarnation
- What is the Trinity

### Desert to garden

- Passover, last supper and Eucharist
- Structure of Mass
- Paschal mystery

## What skills do I need to know?

### Knowledge

- I know the keywords, key terms, and specialist language. This will help you understand the questions.
- Stories from the Bible and sources of Authority.

### Describe

- I can briefly identify the main parts of stories/events and
- I can describe what happens in your own words.

### Explaining

- I can explain what the stories mean.

### Use PPE Chains

- I can put together a paragraph that supports your argument.
- Evaluation (Link)– I can consider different points of view and conclude. I can say an argument in strong, not just by stating it is in the Bible, but explaining the reason for the strength. Overall, I can decide whether one argument is stronger than another and explain why.



## WHAT YOU NEED TO REVISE

### Music Theory

- Notes on the staff
- Notes on the keyboard
- The meaning of (you will need to look it up):
  - The symbols '*f*' and '*p*'



### Chinese Music

- How are Chinese instruments categorised?
- Typical Chinese Music instruments
- What type of scale is really important in Chinese music?
- What is sandwich structure?

### Radio Adverts

- What makes a successful radio advert?
- Literacy devices common in adverts



### Fundamentals of Music

- Words that can be spelt with the note names
- Treble and Bass clefs
- The meaning of the Elements of music:
  - Pitch, Texture, Dynamics, Timbre
  - Duration, Tempo, Silence, Rhythm

## WHAT SKILLS YOU NEED TO FOCUS ON – check your flightpaths!

- **Knowledge** – Musical terminology and music history
- **Describe** – Being able to write about music and musical devices and describe the effect it can have on a listener
- **Writing about context** – Can you write down contextual knowledge (e.g. historical information) in structured paragraph answers?



## TOPICS YOU NEED TO COVER:

### 1. General scientific apparatus

- Names and uses of apparatus
- Lab safety rules

### 2. Separating mixtures

Choose the most suitable technique to separate out a mixture of substances.

### 3. Cells

- Characteristics of Life (MRS GREN)
- Animal and plant cells parts and functions
- Vertebrate groups – Fish, Amphibians, Reptiles, Birds, Mammals

### 4. Metals and non-metals

- What elements, mixtures and compounds are
- Metals – characteristics and examples
- Basic chemical formulae e.g., H<sub>2</sub>O
- Periodic Table – Metals and non-metals

### 5. Acids and Alkalis

- Classify Household solutions as acid, alkali or neutral
- Name some indicators
- Explain how solutions can be tested for pH and interpret these results

## Checklists

**(click on an item in the list to be taken to each checklist)**

- [Full checklist for all topics](#)
- [Cells and movement](#)
- [Variation and interdependence](#)
- [Particle model](#)
- [Separating mixtures](#)
- [Forces](#)
- [Energy stores and transfers](#)
- [Current and voltage](#)
- [Acids and alkalis](#)
- [Metals and non-metals](#)

## DESIGN TECHNOLOGY REVISION:

### What you need to revise

#### Packaging Symbols

#### Polymers and Wood Paper and Card

- Life cycle of materials
- Impact on the environment, social, moral and sustainability issues
- Uses and properties

#### CAD and CAM

- Impacts on environment, social, moral and sustainability issues

### Skills

#### Communications of design

- Sketching Skills
  - Viewpoints
  - 2D Plan Drawings and 3D Isometric Sketches
  - Tonal and textural Rendering
- Annotations: CAFEQUE

#### Analysis of existing products



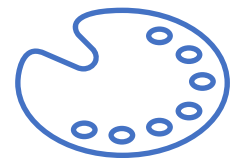
## ART REVISION:

### End of year assessment

Create either a Cubist, Pointillist or Fauvist Still Life observation using a close-up section from a still life image provided.

You should demonstrate quality and skill when lightly mapping out your work and show consideration of the formal elements learned this year: Line, Tone, Colour, Shape, Space, Form and Texture.

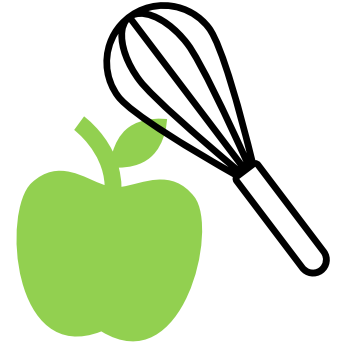
This piece of work will be completed over 4 individual lessons.





## WHAT YOU NEED TO REVISE:

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



- Health and safety in the food room
- The naming and use of equipment
- Hygiene
- Food and the environment
- Seasonal foods
- The Eatwell guide
- Nutrition, the food groups, their sources, and functions
- The function and sources of vitamins and minerals
- Where our food comes from
- Dietary guidelines

## 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?

## ICT Revision



Your exam will focus topics that we have covered over the past academic year. Questions cover the following areas:

**Understanding computers** – Hardware, software, input, and output devices, the components inside the computer.

**Digital Literacy (iDEA Award)** – Fake News, Data Protection, Staying Safe online, Future Technology, Social Media Ethics.

**Algorithms** – How do you define an algorithm, what are they used for, what structure should they take.

Your exam will take the form a multiple-choice quiz via MS Forms. Some questions will you require to select multiple answers.

---

## Drama Revision

You will be assessed on a performance of either *Alice in Wonderland* or *Oliver Twist*. This will be performed to the class and you will receive feedback from your peers and teacher. Your revision for this should be to take your scripts home and learn the lines. I have put some tips on how to memorise lines below.



1. Go over them every night before you go to sleep.
2. Ask someone at home to read in the other characters for you.
3. Record all the other characters lines on your phone and leave a space for your lines so you can say them.
4. There are Apps you can download, some are free, some you will have to pay for. These will have tips and also ways to record lines. Have a look on the App Store – Type 'Learning Lines' into the search bar on the App Store.
5. Move around when learning your lines. Do not sit still. You are more likely to memorise them whilst keeping your body active.

**Good luck –  
you'll be great!**

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



*Saint Joseph's*  
CATHOLIC SCHOOL

---