

YEAR 9 ASSESSMENTS

SUBJECT	AUTUMN TERM	SPRING TERM	SUMMER TERM
ART	<p>Formal Elements 50 minute assessment focussing on the understanding and application of the formal elements:</p> <ul style="list-style-type: none"> • Line • Shape • Form • Tone • Colour • Pattern • Texture 	<p>Observational drawing 50 minute assessment of observational drawing skills looking at:</p> <ul style="list-style-type: none"> • Shape • Proportions • Tone • Accuracy • Ability to critique the image produced. 	<p>Composition Six hours of lesson time given to create an effective composition based on their previous design ideas. Students will use their prior knowledge from the work produced in this project to produce an effective final composition.</p> <ul style="list-style-type: none"> • Selecting appropriate sources and materials. • Creating a personal and meaningful response. • Demonstrating understanding of visual language. <p>Evaluating outcome.</p>
COMPUTER SCIENCE	<p>50 minute assessment which will be a mixture of multiple choice and short answer questions. The two key areas covered will be Coding Turtle and Game Development. Topics that will be covered in the assessment:</p> <p>Coding Turtle: Using Python Turtle commands, python Syntax, using loops/repetition, using selection (If Statements), using basic functions, using data structures.</p> <p>Game Development: creating algorithmic solutions, variables, for loops, while loops, keyboard events, Interrupt Events, Event Listeners, Event Handlers Sprites, X, Y coordinates.</p>		<p>Assessment for the final term will be a coding project this will consist of a python program created by the student and should cover the following aspects of programming: creating algorithmic solutions, selection (If Statements), loops/repetition, basic functions, data structures.</p>

DANCE	<p>Written Assessment End of term written curriculum knowledge assessment. Topic 1: Safe Practice and TEMP Performance skills.</p> <p>Practical Assessment Students will continually be practically assessed on each activity in lesson. The results of their ongoing practical assessments are worth 70%. Initially, demonstration of safe practice and ability to improve physical skills and respond to feedback will be the main focus of assessment.</p>	<p>Written Assessment End of term written curriculum knowledge assessment. Topic 2: TEMP Performance skills and RADS choreography skills.</p> <p>Practical Assessment Students will continually be practically assessed on each activity in lesson. The results of their ongoing practical assessments are worth 70%. Students will further be assessed in a live performance (the yearly dance production). Performance TEMP skills will be practically assessed in this performance.</p> <p>The overall practical assessments amount to 70% of the overall mark.</p>	<p>Written Assessment End of term written curriculum knowledge assessment. Topic 3: Dance appreciation including features of a production and identifying TEMP and RADS used by professional dancers.</p> <p>Practical Assessment Students will continually be practically assessed on each activity in lesson. The results of their ongoing practical assessments are worth 70%. Towards the end of term there will be a filmed studio assessment of a set solo dance which will include a performance and choreography mark. Safe Practice, TEMP and RADS will need to be clearly demonstrated through performance.</p>
DESIGN TECHNOLOGY	<p>End of term Test Topics:</p> <ul style="list-style-type: none"> • Isometric Drawing • One and Two point Perspective • Different types of Wood • Tools used in the lesson • Measuring, marking and cutting wood joints 	<p>End of term Test Topics:</p> <ul style="list-style-type: none"> • Different types of Plastics • Processes used with Plastic • Electronics, resistors, transistors, LEDs • Programming used BBC Micro bite 	<p>End of term Test Topics:</p> <ul style="list-style-type: none"> • Different types of Metals • Tools used • Processes used with Metal <p>Textiles techniques, tie die, batik, hand sewing.</p>
DRAMA	<p>Topics: Text in Practice, Styles and Stimuli 50 minute assessment which will be a mixture of multiple choice and short answer questions. The key areas covered will be analysing text and Styles and</p>	<p>Topics: Practitioners/ Technical options 50 minute assessment which will be a mixture of multiple choice and short answer questions. The key areas covered will be Practitioners and Technical</p>	<p>Topics: Devising, Blood Brothers 50 minute assessment which will be a mixture of multiple choice and short answer questions. The key areas covered will be creating, developing and evaluating drama and Blood Brothers. Topics that will be covered in the assessment:</p>

	<p>stimuli. Topics that will be covered in the assessment:</p> <p>Text in Practice:</p> <ul style="list-style-type: none"> • Drama skills – tone, emphasis, stage positions, stage directions, units, objectives, given circumstances (6 marks) • Costume (4 mark question) • Directing a line of text - vocal and physical skills, actioning (8 mark question) • Directing a short extract of the play (12 mark question) <p>Styles and Stimuli:</p> <ul style="list-style-type: none"> • docudrama, episodic, physical theatre, farce, news report • The Riots 	<p>options. Topics that will be covered in the assessment:</p> <p>Practitioners methods:</p> <ul style="list-style-type: none"> • Stanislavski, Brecht, Frantic Assembly, Handspring <p>Technical drama:</p> <ul style="list-style-type: none"> • Sound, Lighting, Puppet, Costume, Set, Prop 	<p>Devising:</p> <ul style="list-style-type: none"> • responding to a stimulus, developing drama, performance, evaluating performance • Costume, auctioning a line of dialogue, directing an extract, discussing the world of the play
ENGLISH	<p>Topic - Shakespeare Play</p> <p>50 minute assessment. The first section will focus on an extract with a long answer questions. The second will focus on a theme presented throughout the play. Coverage- Plot, character arcs, themes, language analysis, structural elements, context, performance techniques and audience reaction.</p>	<p>Topic - Becoming a Reporter</p> <p>50 minute assessment to write a piece of transactional writing, considering persuasive devices, language and structure. Coverage- argue, persuade, entertain and advise. Debating skills, looking at different perspectives and considering moral reasoning. Style, form and structure.</p>	<p>Topic - Power of Poetry</p> <p>50 minute assessment to answer a question based on a poem studied. The second section of the assessment will ask students to compare the first poem to another one they have studied. Coverage- poetic techniques and devices, analysis, embedding quotations, context and themes. Learning how to write in a sophisticated manner in preparation for GCSE's.</p>
FOOD TECH	<p>Topic – Nutrition</p> <ul style="list-style-type: none"> • Food safety • Eatwell Guide • Nutrients 	<p>Topic – Making informed Food Choice for a varied and balanced diet</p> <ul style="list-style-type: none"> • Diet, nutrition and Health 	<p>Topic – Food sources</p> <ul style="list-style-type: none"> • Food provenance • Environmental impact • Sustainability

	Assessment - written examination and practical tasks.	<ul style="list-style-type: none"> • Planning balanced meals for specific dietary groups • Factors affecting food choice <p>Assessment via written assessment and practical tasks</p>	<ul style="list-style-type: none"> • Food security • Fairtrade <p>Assessment - written assessment and practical tasks</p>
GEOGRAPHY	<p>Topic- Globalisation and urbanisation</p> <p><u>Content that will be covered in the exam:</u></p> <ul style="list-style-type: none"> • Introduction to globalisation • Causes of globalisation • Who are the important decision makers involved in globalisation? • Trade blocs • TNCs • Effects of globalisation • Winners and loser of globalisation • Introduction to urbanisation • Megacities <p><u>Exam structure</u> Students will have a 40 minutes exam which will include a range of questions including multiple choice and long answer questions</p>	<p>Topic- Ecosystems and rainforests</p> <p><u>Content that will be covered in the exam:</u></p> <ul style="list-style-type: none"> • Introduction to ecosystems • Key concepts <ul style="list-style-type: none"> ○ What is the difference between abiotic and biotic factors? ○ What role does a producer, consumer and decomposer play in an ecosystem? ○ What is the difference between a food chain and a food web? ○ What is meant by the concept interrelationships in an ecosystem? ○ How can human and physical factors effect an ecosystem in the short term and the long term? • Pond ecosystem case study • Introduction to the rainforest <p><u>Exam structure</u> Students will have a 40 minute exam which will include a range of questions including multiple choice and long answer questions</p>	<p>Topic- Coasts</p> <p><u>Content that will be covered in the exam:</u></p> <ul style="list-style-type: none"> • Types of waves • Processes (weathering, erosion, transportation and deposition) • Coastal features created by erosion • Coastal features created by transportation and deposition <p><u>Exam structure</u> Students will have a 30 minute exam which will include a range of questions including multiple choice and long answer questions</p>
ICT	<p>Topic – Pre-Production Skills & Graphics</p> <p>Pre–production skills Theory Examination consisting of 40 marks.</p>	<p>Topics – Websites & Game Design</p> <p>Practical Examination Coverage - Students will be given a lesson to create a graphic based on the skills</p>	<p>Topics – Multimedia and Final Project</p> <p>Practical Examination Coverage - Students will be given a lesson to create a graphic based on the skills learnt in the topic. They</p>

	<p>Coverage - It will link to all the Pre-Production documents learnt about. They will need to know the purpose of the document and the content. They will also need to be able to develop the different types of document.</p> <p>Graphics Practical Examination</p> <p>Coverage - Students will be given a lesson to create a graphic based on the skills learnt in the topic. They will need to read the client brief carefully and make a graphic which meets the client brief as much as possible. They will be marked based on the quality of the project they make.</p>	<p>learnt in the topic. They will need to read the client brief carefully and make a graphic which meets the client brief as much as possible. They will be marked based on the quality of the project they make</p>	<p>will need to read the client brief carefully and make a graphic which meets the client brief as much as possible. They will be marked based on the quality of the project they make</p>
HISTORY	<p>TOPIC: The First World War: causes, conditions, the Battle of the Somme, conscription; rise of Dictatorship: Hitler, Mussolini.</p> <p>STRUCTURE: Ten questions with simple one or two word answers including:</p> <ol style="list-style-type: none"> 1. A question asking the student to identify a key feature of something that they have studied 2. A source based question using a picture source 3. A longer answer question allowing students to go into details on a particular subject <p>TOTAL MARKS: 40 TIME: 50 minutes. REVISION MATERIALS:</p> <ul style="list-style-type: none"> • Your exercise book • The online text book 	<p>TOPIC: World War Two: causes, major events, significant individuals; the events of the Holocaust.</p> <p>STRUCTURE: Ten questions with simple one or two word answers including:</p> <ol style="list-style-type: none"> 1. A question asking the student to identify a key feature of something that they have studied 2. A source based question using a picture source 3. A longer answer question allowing students to go into details on a particular subject <p>TOTAL MARKS: 40 TIME: 50 minutes. REVISION MATERIALS:</p> <ul style="list-style-type: none"> • Your exercise book • The online text book • BBC Bitesize or other similar websites 	<p>TOPIC: Post war social protest: American Civil Rights, the Cold War, Apartheid plus others.</p> <p>STRUCTURE: Ten questions with simple one or two word answers including:</p> <ol style="list-style-type: none"> 1. A question asking the student to identify a key feature of something that they have studied 2. A source based question using a picture source 3. A longer answer question allowing students to go into details on a particular subject <p>TOTAL MARKS: 40 TIME: 50 minutes. REVISION MATERIALS:</p> <ul style="list-style-type: none"> • Your exercise book • The online text book • BBC Bitesize or other similar websites <p>The knowledge organisers</p>

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MATHEMATICS	<p>Re-cap year 7 SOW Algebra and numeracy</p> <p>Re-visit and extend year 7 & 8 Algebra and numeracy</p> <p>Co-ordinates</p> <p>Linear Graphs 2</p> <p>Direct and Inverse proportion</p> <p>Systems of measure</p> <p>Scale drawings</p> <p>Scales and Standard Form</p> <p>Sequences</p> <p>Expanding and Factorising</p> <p>Changing the subject of a formula</p>	<p>Constructions (1 weeks)</p> <p>Congruence and Similarity</p> <p>Transformations</p> <p>Triangles and Quadrilaterals</p> <p>Angles in Polygons</p> <p>Linear equations and inequalities</p> <p>Simultaneous equations</p>	<p>Quadratic and other Graphs</p> <p>Pythagoras and Trigonometry</p> <p>Simple Proof</p> <p>Probability</p> <p>Mean from Grouped data</p> <p>Comparing Distributions</p> <p>Scatter graphs</p>
MFL	<p><i>Mon monde a moi</i></p> <ul style="list-style-type: none"> - Music likes and dislikes - After school activities - Describe my friends - Describe birthday celebrations - Future family events <p><i>Projets d'avenir</i></p> <ul style="list-style-type: none"> - Pocket money - Future job/ambition - Describing life in the future <p>Assessments in Listening, Speaking Reading and Writing</p>	<p><i>Ma vie en musique</i></p> <ul style="list-style-type: none"> - Describe music tastes - Describe my primary school - Use comparatives <p><i>Le meilleur des mondes</i></p> <ul style="list-style-type: none"> - Describe what people eat and drink - Describe a photo - Protect endangered animals Protect the environment <p>Assessments in Listening, Speaking Reading and Writing</p>	<p><i>Le monde francophone</i></p> <ul style="list-style-type: none"> - Describe French-speaking country - Discuss tourist sites and monuments - Book a trip - Meet French-speaking people <p>End of year test</p>
MUSIC	<p>Rotation 1</p> <p>Ground Bass & Bass Clef Notation:</p> <p>Practical assessments will involve students performing repeating bass lines using the left hand at the keyboard, reading from music notation. Performances will be</p>	<p>Rotation 2</p> <p>Musicals: Students will listen to songs from musicals and consider which tools composers have used in their creation. Performances of part or all of a song from a musical will be assessed at the end of</p>	<p>Rotation 3</p> <p>Musical Eras: Students will listen to a variety of musical pieces from around 1650 to present day, and will select a piece to perform from one of these eras. A written test will focus on the key figures from these eras, how the orchestra developed during that</p>

	<p>assessed at the end of term. A written test will focus on bass clef notation, and will also involve listening to extracts from musical pieces featuring a ground bass.</p> <p>Film Music: Students will have a chance to understand some of the theory behind film music (e.g. musical motifs for characters), and will answer medium-answer questions on this at the end of term in a written assessment. Students will learn to perform parts of varying difficulty, chosen from a few select films. Their performances will be assessed at the end of term.</p> <p>Resources to help students prepare and revise Keyboards and musical instruments are available in music practice rooms in the music corridor at school before and after school, and at lunchtime and breaks, for students who wish to practice a musical instrument. Apple Mac Workstations are available most break times for students to use for music-making. Year 9 students will be given every opportunity to join extra-curricular music clubs, and a full range of instrumental teachers conduct one-to-one instrumental lessons at the school. BBC BiteSize has a full range of resources for Key Stage 3 and Key stage 4 music.</p>	<p>term. A written test will involve listening to and analysing songs from musicals, including short to long-answer questions.</p> <p>Composing (Chord Sequences & Melody): Students will look at how pop songs use chord sequences and melody, and will create their own versions individually or in pairs, to perform or record, assessed by the end of term. A written assessment will test students' understanding of basic compositional techniques at the end of term.</p> <p>Resources to help students prepare and revise Keyboards and musical instruments are available in music practice rooms in the music corridor at school before and after school, and at lunchtime and breaks, for students who wish to practice a musical instrument. Apple Mac Workstations are available most break times for students to use for music-making. Year 9 students will be given every opportunity to join extra-curricular music clubs, and a full range of instrumental teachers conduct one-to-one instrumental lessons at the school. BBC BiteSize has a full range of resources for Key Stage 3 and Key stage 4 music.</p>	<p>time, the dates involved, and the musical features typical of those eras. Tests and assessments will be at the end of term.</p> <p>Musical Symbols & Key Signatures: Building on knowledge acquired in year 7 and 8, students will consolidate their understanding of musical notation, including bass and treble clef, and will start to look at key signatures. Practical and written assessments at the end of term will demonstrate understanding of a range of musical symbols found in music notation.</p> <p>Resources to help students prepare and revise Keyboards and musical instruments are available in music practice rooms in the music corridor at school before and after school, and at lunchtime and breaks, for students who wish to practice a musical instrument. Apple Mac Workstations are available most break times for students to use for music-making. Year 9 students will be given every opportunity to join extra-curricular music clubs, and a full range of instrumental teachers conduct one-to-one instrumental lessons at the school. BBC BiteSize has a full range of resources for Key Stage 3 and Key stage 4 music.</p>
PE	<p>30min assessment- Structure and function of the cardiovascular system Values at rest and exercise Blood vessels</p>	<p>30min assessment- Short term effects and long term effects of regular exercise on all four body systems.</p>	<p>30min assessment- Aerobic and anaerobic respiration Training zones</p>

RPE	N/A	N/A	N/A
SCIENCE	<p>Biology</p> <ul style="list-style-type: none">• Cell structure and transport• Photosynthesis• Respiration	<p>Chemistry</p> <ul style="list-style-type: none">• Rates of reaction• Crude oil• Chemical analysis	<p>Physics</p> <ul style="list-style-type: none">• Forces in balance• Motion• Force and motion• Wave properties