

Cardinal Newman Catholic School

Holy Cross Catholic Multi Academy Company

YEAR 9

Autumn Assessments 2025



Name:



CARDINAL
NEWMAN
CATHOLIC SCHOOL

“Knowledge through the light of faith”

Assessment Booklet Introduction

Dear Parents/Carers and Students

Re: Autumn Assessments

This year we will administer three assessment seasons within the school year. One at the end of the Autumn term, the end of the Spring term and the final assessment season is towards the end of the Summer term. These assessments will be used by teachers to identify strengths and any areas where more support may be needed.

The results of these assessments will be shared with students and parents in a progress review report at the end of the term. Students will receive a report which details the percentage outcome from each assessment alongside the average percentage outcome for the class. This will enable parents to assess progress alongside the average outcome for the class and to see if your child is progressing at the expected standard for the group following the learning covered. More information will be provided alongside the assessment outcome results later in the term.

We want students to have the opportunity to be fully prepared for their assessments and have organised this booklet to help support revision and organisation of time. The Autumn Assessments will begin on **Monday 17th November until Friday 28th November 2025.** Teachers will advise students on how to use this booklet in lessons. It can also be used to help students study at home to help remember and recall information. As such, it is vitally important that students bring this booklet into school every day to use in lessons as well as home.

We recognise that sometimes assessment season can cause some students to feel anxious or stressed. If you have any concerns or worries please contact the Head of Year via the school telephone or email below.

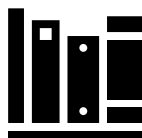
We want this to be a positive experience that supports and develops the skills and resilience in preparation for future examinations. If you need any further support, guidance or information please do not hesitate in contacting us.

Yours faithfully

Mr R Poole
Head of Year 9
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Ms E O'Connor
Headteacher
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Timetable

Step One: Circle your assessments



YEAR 9			WEEK A					WEEK B				
			MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Year 9 A SIDE	APPLIED SUBJECTS	9A1				SPANISH			ART			
		9A2			ART		SPANISH					
		9A3					SPANISH			ART		
	AB SIDE	9A4		FRENCH	ART							
		9A5			ART				FRENCH			
	CORE SUBJECTS	9a1	ENGLISH	HISTORY	SCIENCE			MATHS			GEOGRAPHY	RE
		9a2		HISTORY	SCIENCE		GEOGRAPHY	MATHS	ENGLISH			RE
		9a3	HISTORY	ENGLISH	SCIENCE			MATHS			GEOGRAPHY	RE
		9a4		HISTORY	SCIENCE		GEOGRAPHY	MATHS	ENGLISH			RE
		9a5		ENGLISH	GEOGRAPHY		HISTORY	MATHS		SCIENCE		RE
B SIDE	APPLIED SUBJECTS	9B1	ART					SPANISH				
		9B2	SPANISH					ART				
		9B3	FRENCH	ART								
		9B4	ART					FRENCH				
	CORE SUBJECTS	9b1	MATHS			ENGLISH	GEOGRAPHY		RE	HISTORY	SCIENCE	
		9b2	MATHS		GEOGRAPHY	ENGLISH			RE	HISTORY	SCIENCE	
		9b3	MATHS		GEOGRAPHY	ENGLISH			RE		SCIENCE	
		9b4	MATHS			ENGLISH			RE		SCIENCE	
			HISTORY								GEOGRAPHY	

Step Two: Using your school timetable and assessment timetable, create your assessment schedule below:

Date (e.g. Mon 14 th March)	Period E.g. P2	Assessment E.g. English	Topic E.g. Transactional Writing
English			
Maths			
Science			
RE			
Geography			
History			
Art			
French/Spanish			

Assessment Booklet

English

What am I being assessed on?

In your assessment you will read an extract and listen to one of the songs from Blood Brothers. You will have to answer **reading comprehension questions**, a section on **subject terminology** and then **write PEA paragraphs** analysing the extract.

How can I revise?

- ✓ Complete the tasks on the next page
- ✓ Create mind maps for key characters (Mickey, Eddie, Mrs Johnstone, Linda)
- ✓ Watch YouTube videos where they discuss the characters and analyse the play
- ✓ Revise the key themes: Class, hope, gender, nature vs nurture

How to structure a paragraph (AO2 – Explanation and Inference)

Think **PEA**

Point – where you make an initial point linking to the question.

Evidence – find a quotation from the extract that supports your point.

Analysis – where you say what technique the quote is / what technique is one word from the quote and what does it suggest. Think: Can you explain the meaning and why it proves your point?

Assessment Booklet

English

Revision Tasks

Complete the AO1 and AO2 activities based on the extract below:

Mrs. Johnstone enters pushing a pram.

MRS. JOHNSTONE

Only mine until
The time comes round
To pay the bill
Then I'm afraid
What can't be paid
Must be returned
You never, ever learn
That nothing's yours
On easy terms
Only for a time,
I must not learn
To call you mine
Familiarise
That face those eyes
Make future plans
That cannot be confirmed
On borrowed time
On easy terms
Living on the never never,
Constant as the changing weather,
Never sure
Who's at the door
Or the price I'll have to pay
Should we meet again
I will not recongise your name
You can be sure
What's gone before
Will be concealed
Your friends will never learn
That once we were
On easy terms
Living on the never never,
Constant as the changing weather,
Never sure
Who's at the door
Or the price I'll have to pay...

AO1 – Reading Comprehension

1. List five things that Mrs. Johnstone is worried about.
2. How does Mrs. Johnstone enter this scene?
3. Who is she talking about when she says 'I must not learn to call you mine'?

AO2 - How does Russell create sympathy in the extract?

Use the extract to write three PEA paragraphs.

AO1 – Subject Terminology

Find examples of the following in the extract:

- Repetition
- Emotive language
- Metaphor
- Direct Address
- Ellipsis

Additional Task:

How does Russell show these themes in the play:

- Hope
- Class
- Gender

Assessment Booklet

Maths

What am I being assessed on?

45-Minute Non Calculator Assessment

All content covered since September 2025 including basic numeracy

Sequences

- n^{th} term of linear sequences
- Fibonacci Sequences
- Arithmetic/Geometric
- Quadratic Sequences (sets 1-2)



Angles

- Basic Angle rules
- Angles in Parallel Lines
- Interior/exterior angles
- Bearings

Number/Indices

- BIDMAS
- HCF/LCM
- Laws of Indices
- Negative Indices
- Fractional Indices (sets 1-2)

Decimals and Fractions

- Four operations with decimals
- Four operations with fractions
- Convert between fractions and decimals
- Recurring decimals (sets 1-2)

Algebra

- Expand single brackets
- Factorise single brackets
- Expand double brackets
- Expand triple brackets
- Factorise Quadratics (sets 1-2)

What revision material should I revise from?

- Log into Mathswatch – Your teacher will have set you an extended revision task to help best prepare you for your assessment. You can also look up additional questions and video explanations for any topics you are unsure of
- Use your exercise book to review the lessons you have had since September

How can I revise?

- Your class teacher will complete some revision lessons with you ahead of the assessment.
- You can look back at old lessons in your books
- Make posters and revision cards about key methods and facts e.g method for expanding brackets or how to convert from a mixed number to an improper fraction.
- Watch videos and complete tasks on Mathswatch.
- Check other revision sources on the internet. For example, BBC Bitesize and CorbettMaths have helpful guides and exercises.

Assessment Booklet Maths



Additional Revision Tasks

Revision Checklist:

Login into mathswatch and search for the topics listed below. Give yourself a rating Red/Amber/Green. If you still need help, watch the video that goes with each task to see worked examples of each topic

Topic	Skill	Mathswatch Clip	RAG
Sequences	<ul style="list-style-type: none"> Nth term of linear sequence Fibonacci Sequences Geometric Sequences Quadratic Sequences (sets 1-2) 	102-103 141 163 213	
Angles	<ul style="list-style-type: none"> Basic Angle rules Angles in Parallel Lines Interior/Exterior Angles Bearings 	45, 121 120 123 124	
Decimals and Fractions	<ul style="list-style-type: none"> Four operations with decimals Four operations with fractions Convert between fractions and decimals Recurring decimals to fractions (sets 1-2) 	17-18, 66-67 71, 73-74 84 177, 189	
Algebra	<ul style="list-style-type: none"> Expand brackets Factorise single brackets Factorise Quadratics (sets 1-2) 	93, 134, 178 94 157	
Number/Indices	<ul style="list-style-type: none"> BIDMAS HCF/LCM Index Laws Fractional Indices (sets 1-2) 	75 79/80 131, 154 188	

Click on the button labelled "Videos"

Type the topic or clip number into this box

Choose from this list

The screenshot shows the Mathswatch website interface. At the top, there are navigation links: "My Videos" (highlighted with a red box), "My Progress", "Feedback", and "Extras". Below this is a "Find a Clip" section with several dropdown menus: "Qualification" (set to GCSE), "Tier" (set to All), "Grade" (set to All), and "Topic" (set to All). A search box contains the text "facto" and is also highlighted with a red box. Below the search filters is a section titled "Choose Clip (5)" which displays a list of clips with their IDs and titles:

Clip	Title
28	Factors, Multiples and Primes
79	Highest Common Factor (HCF)
	Simple Factorisation
157	Factorising and Solving Quadratics
192	Factorising Hard Quadratics

Assessment Booklet

Science

What am I being assessed on?

Biology:
Respiration
Fermentation
Adaptations of the lung

Chemistry:
Periodic table
Noble gases
Alkali metals

Physics:
Magnets
Magnetic fields
Electromagnets

What revision material should I revise from?

<https://senecalearning.com/en-GB/>

<https://www.bbc.co.uk/bitesize/subjects/zrkw2hv> (AQA exam board)

<https://www.freesciencelessons.co.uk/>

How can I revise?

- ✓ Make flash cards
- ✓ Write your own quiz questions
- ✓ Make a poster
- ✓ Teach someone at home about a topic
- ✓ Complete questions on Educake
- ✓ Complete questions on seneca
- ✓ Watch videos using the links above
- ✓ Test yourself using your revision resources



Assessment Booklet Religious Education

What am I being assessed on?

Creation and Covenant

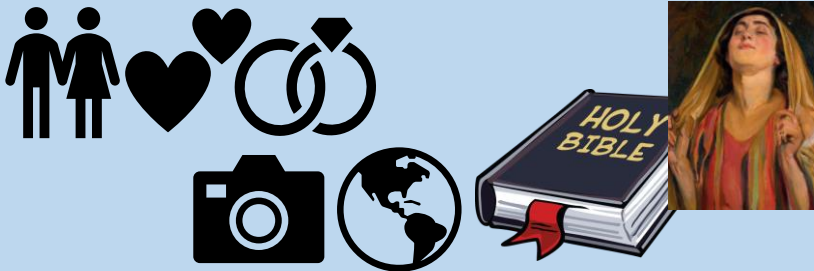
- Genesis 1, Creation imago Dei and the sanctity of life
- Genesis 2, relationships and morality
- The Sacrament of Matrimony

Prophecy and Promise

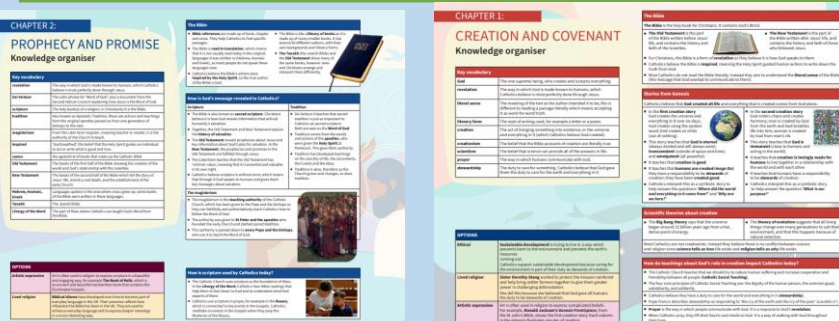
- Reading the Bible allegorically
- The importance of Hannah

Your assessment will have 3 sections:

- Key terminology
- Knowledge and understanding
- Extended writing



What revision material should I revise from?



You should use the knowledge organisers uploaded to ClassCharts by Miss Jacob. Come to CA16 or the RE office if you need a paper copy!

How can I revise?

- Highlight key points on your knowledge organiser
- Create flash cards or mindmaps using your knowledge organiser
- Create test yourself questions and get a family member or friend to check your knowledge
- Create your own visual key word bank
- Practice PEE paragraphs on different topics

Assessment Booklet

Religious Education

Additional Revision Tasks

Key terminology: Test yourself

Key vocabulary	
imago Dei	A Latin phrase meaning 'in the image of God'; the idea that humans reflect God's nature.
inalienable dignity	A state of value attached to human life that cannot be challenged or removed.
human person	For Catholics, a living being possessing both a physical body and spiritual soul.
relational	Concerning the way in which two or more people are connected; in Catholicism this is the relationship between humans, and between humans and God.
rational	Based on reason or logic.
volitional	Based on free choice or free will.
sanctity of life	The idea that human life is a holy gift from God.
marriage	In Catholicism, a binding lifelong relationship in which a man and a woman live by promises made to each other and to God.
Sacrament of Matrimony	The Sacrament at the Service of Communion in which a man and woman make the lasting commitment of marriage.

Key vocabulary	
typology	In Christianity, the study of Old Testament figures, objects, places or events which predict or hint at who or what is to come in the New Testament.
Protoevangelium	The 'first gospel'; this refers to Genesis 3:15 because it is the first messianic prophecy in the Bible.
Mary	The mother of Jesus.
Mother of God	A title given to Mary, because Jesus is God and she is Jesus' mother.
Immaculate Conception	A dogma (teaching) of the Catholic Church that states that Mary, the mother of Jesus, did not inherit the stain of Original Sin when she was conceived by her own mother.
Our Lady	A title of particular respect for Mary, reflecting her high status within the Church.
New Eve	Eve is the mother of all humans as the first woman; Mary, as the mother of Jesus, who offers redemption and new life to humanity, becomes the New Eve, or mother, for baptised Catholics.
Magnificat	Mary's prayer of praise in Luke 1:45-56.
the Rosary	A set of prayers said in honour of Mary during which Catholics will meditate on particular events in the life of Mary and Jesus.

Extended writing

Choose a topic from the list and write 1 x PEE paragraphs about it

- Genesis 1, Creation imago Dei and the sanctity of life
- Genesis 2, relationships and morality
- The Sacrament of Matrimony

Challenge (2xPEE):

1. What do Catholics believe about creation?
2. What is the difference between Genesis 1 and Genesis 2?
3. Why is the Sacrament of Matrimony important to Catholics?

Please come to see or email any of the RE staff if you have any questions!



Assessment Booklet

Geography

Assessment Information – Superpowers & The BRICS (Brazil, Russia, India, China & South Africa).

Year 9 - Term 1.1 – Superpowers & The BRICS

Topic Summary

The first topic of Year 9 Geography consists of a slow transition into more complex geographical terminology, knowledge and global issues, with an explicit focus on spatial awareness focusing on the evolution and expansion of the BRICS (Brazil, Russia, India, China & South Africa), and how their growth could rival the influence and wealth of main superpower USA in the years to come.

The opening lessons review key features of the growing superpowers, revolving around USA being the dominant nation, but contesting nations rising to scene including the BRICS, Japan and even the UK. This includes looking into key reasons for the global hegemony status of the United States, and how other countries cannot compare to this country as of yet.

With the commencement of the BRICS, lessons start with Brazil focusing on their key tourist attractions, then analysing the costs and benefits offered by their wondrous Amazon Rainforest, to the challenging lifestyles within the favelas of Rio de Janeiro. Onto Russia, an analyse of their past and present is considered from previously being recognised as the USSR (Soviet Union), with an intense focus on the 1986 Chernobyl Disaster.

Following on, a cross-comparison of the two Asian heavyweights of India and China, focusing on life in megacities including being coerced by street scammers on the streets of Mumbai, to working in an over-exploitation based TNC (Foxconn) in Beijing, China. Lastly, a trip down history focusing on the great evolution of South Africa since the abolition of the Apartheid System, that ended segregation of black and white people in this country.

Key Term Bank - Term 1.1 – Superpowers & The BRICS

Key Word List

Superpower – A nation with a dominant position exerting their influence.

BRICS – Economic bloc of countries (Brazil, Russia, India, China & SA).

Hegemony – One state leading and dominating globally.

Gross Domestic Product (GDP) – Total goods & services inside a country.

Expansionism – Expanding territory through military or colonialism.

Colonialism – Process of one country controlling/influencing another.

Capitalism – Economic system controlled by private investors.

Communism – System where all property controlled by the state.

Biome – A global-scale ecosystem.

Biodiversity – The variety of biotic species in a biome.

Favela's – Latin American term for 'slums' or 'shanty town'.

Favelado's – A person residing in Brazil's favela-based regions.

Soviet Union – A transcontinental country across Eurasia 1922-1991.

Dissolution – The action of a country collapsing/ending independency.

Chernobyl Disaster – Nuclear explosion exerting radioactive matter.

Deprivation – A process which one experiences a lack of something.

Megacity – A city with a population of/exceeding 10 million people.

Primate City – A city with influence over the country, economy/politics.

TNC – A company/business operating in multiple countries.

Apartheid – A social segregation system dividing black/white people.

Key Revision Themes – Superpowers & The BRICS

Introducing Superpowers & USA

- What is a superpower? Key features, the history of superpowers and their influence over the globe.
- USA – Superpower credentials, their sphere of influence and their global hegemony.

BRICS – Brazil: Ecological Epidemic vs. Fearsome Favelas

- Brazil – Physical landscapes, biomes, human/tourist attractions, key cities.
- Tropical Rainforest: Amazon – Distribution, flora and fauna, threats and tribes.
- Favelas: Rocinha (Rio), types of crimes, conflicting cultures, quality of life.

BRICS – Russia: Communism's Collapse & Chernobyl

- Russia – Physical landscapes, biomes, human/tourist attractions, key cities.
- Communism's Collapse – Reasons for USSR dissolution, Ukraine-Russia Conflict 2022.
- The Chernobyl Disaster – Causes and consequences.

Key Revision Themes – Superpowers & The BRICS

BRICS – India: Colonial Concerns & Tourist Takeaways

- India – Physical landscapes, biomes, colonial history, human/tourist attractions, key cities.
- Dharavi Slums – Mumbai: Push vs. Pull Factors
- Mumbai & New Delhi – Street Scammers

BRICS – China: TNC Tragedy

- China – Physical landscapes, biomes, human/tourist attractions, key cities.
- China's tourist attractions and the growth of the new world superpower.
- TNC Foxconn: Exploitation, corruption and activities in major cities.

BRICS – South Africa: Hostile History

- South Africa – Physical landscapes, biomes, human/tourist attractions, key cities.
- South Africa compared to the rest of Africa – Landscapes, biomes, economy, cities, wealth etc.
- The Apartheid System – Causes and consequences.

Assessment Booklet Geography

Structured Revision Tasks

AO1 – Key Term Practice

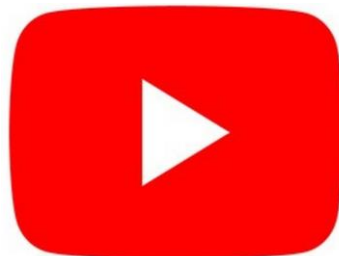
Superpower
Global Hegemony
BRICS
Developed Country
Emerging Country
Developing Country
Favelas
Poverty
Deprivation
Communism
Capitalism
Chernobyl Disaster
Exclusion Zone
Colonialism
Megacities
Primate City
Transnational Corporation
Foreign Direct Investment
Exploitation
Apartheid System



Remember: Complete Educake Quizzes To Test Knowledge!



Ensure you complete your assigned Educake quizzes and practice questions on the five BRICS!



Use the YouTube links to the right to build up your case study knowledge of the USA & the five BRICS!

Useful Video Resources

Supporting Videos

[\(1\) What Are The World's Biggest Superpowers? | NowThis World - YouTube](#)

[\(1\) Can Brazil Become a Superpower? - YouTube](#)

[Will Russia become a superpower? Part 1/2 - YouTube](#)

[How Powerful Is India? - YouTube](#)

[How Powerful Is China? - YouTube](#)

[How Powerful Is South Africa? - YouTube](#)

Assessment Booklet History

What am I being assessed on?

You will be assessed on the following topics

- How WW1 led to a rise in dictatorships
- The Political Spectrum
- Stalin, Mussolini, Franco: How similar were these dictatorships
- The BUF
- Causes of WW2

What revision material should I revise from?

You can use the following resources to help you revise



Dictators



Franco



The BUF



WW2 causes

How can I revise?

1. Create quizzes on each topic then test a friend or family member
2. Produce flash cards that sum up key areas and points
3. Listen to podcasts to see different interpretations of historical events.
5. Make mind maps that demonstrate links between different causes and consequences

Make your own revision videos or power-points on the subject topics, this will always help reinforce your understanding!

Assessment Booklet

History

Additional Revision Tasks:

Ensure you can define the following key terms

1.

Key word	Definition
Appeasement	
Dictatorship	
Communism	
Right wing/left wing	
Fascism	

After World War I, dictatorships emerged in Europe due to political instability, economic crises, and societal unrest. The harsh terms of the Treaty of Versailles created resentment, particularly in Germany. Economic hardship from the Great Depression fueled discontent, leading people to support extremist movements. Weak democratic governments struggled to address these crises, fostering political polarization. Nationalist ideologies gained traction, and many saw authoritarian leaders as solutions to restore order and national pride. Fear of communism also drove support for dictatorships, as seen with Mussolini in Italy and Hitler in Germany, who exploited these fears to consolidate power.

In the Soviet Union, Stalin rose to power by capitalizing on the post-revolution chaos and Lenin's death, consolidating control through purges, propaganda, and a command economy, establishing a totalitarian regime.

1. **What role did the Treaty of Versailles play in the rise of dictatorships in Europe?**
2. **How did the Great Depression contribute to the rise of extremist movements?**
3. **Why did many people support authoritarian leaders in post-World War I Europe?**
4. **How did Mussolini and Hitler exploit fears of communism to gain support?**
5. **What methods did Stalin use to consolidate power in the Soviet Union?**

Topic	R	A	G
European Dictatorships			
Causes of WW2			

Assessment Booklet

French

What am I being assessed on? TV, cinema, reading and free time

For your French assessment you need to revise the following topics:

- Present tense of regular and irregular verbs: avoir, aller, être, faire and Past: passé compose. The rules to form these tenses are in your exercise book.
- All the vocabulary of the topic: TV programmes, types of films, eyes and hair, nationalities, and type of reading materials.
- Time expressions in the present and past :
- Translate the time expressions below into French (use the vocabulary of the module you have in your book to help) :

- Once a week = _____

- Often = _____

- Rarely= _____

- Every weekend = _____

- From time to time= _____

- In the evening = _____

- Next = _____

- Then = _____

- Afterwards= _____

- Last Saturday = _____

- On Saturday morning = _____

Opinions : j'aime, j'adore, je déteste, je n'aime pas, je préfère, etc.

Use of adjectives : masculine/ feminine/ plural.

Your assessment will include listening, reading and writing tasks.

How can I revise?

- Learn the vocabulary of this topic (you have a copy in your book and in Class Chart):
How to learn vocabulary? Take one section at a time, read the words a few times, then look at the French, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the French, and write/ say the meaning.
- Check the work we have done in lessons and re-do the most important grammar and writing tasks. Use all information, and grammar you have in your book.
- As an extra, to help you prepare for your assessments complete the tasks below

Assessment Booklet

French

To help you prepare for your French assessment complete the following tasks:

1. Read the email and answer the questions in English:

Le soir, je regarde la télé. J'adore *Le bigdil* (c'est un jeu télévisé) et *Sous le soleil* (c'est une série). J'aime la lecture aussi. Je préfère les livres de Harry Potter et les magazines de musique pop. Le week-end dernier, j'ai mangé avec ma famille et après, j'ai regardé un film en Netflix.

Marine

1. What sort of programme is "*Sous le soleil*"?
2. What is the French name of the game show Marine likes?
3. Name two things she likes reading.
4. Last weekend, who did she eat with?
5. What did she do afterwards?

2. Write 5 sentences in French to say what you did last weekend:

1. Le week-end dernier _____
2. Puis _____
3. Samedi matin _____
4. Samedi soir _____
5. Le dimanche _____

3. Translate the following sentences into English:

- a) J'ai les cheveux long et les cheveux noirs.
- b) Je regarde les émissions musicales le soir.
- c) J'aime lire les magazines féminins.
- d) Je joue au tennis deux fois par semaine.
- e) J'écoute des CD souvent.
- f) Je n'aime pas le series, mais j'adore les émissions de sport.

Assessment Booklet

Spanish

What am I being assessed on? Televisión, películas y ordenadores

For your Spanish assessment you need to revise:

- The present, past tense and future. The rules on how to form and use these tenses are in in your books and in Class Charts.
- Talk about what you use your computer: I write and read emails, I buy presents, etc. and how often: every day, sometimes, often, twice a week, at the weekends, etc..
- Give opinions on TV programmes, types of films and music, and say why.
- Plural opinions: me gustann / me encantan / no me gustann.
- Use a variety of adjectives in masculine and feminine.
- Say what you normally watch on the TV or what music you listen to.

Your assessment will include: a listening paper, a reading paper and a writing paper.

How can I revise?

- Learn the vocabulary of this topic (you have a copy in your book and in Class Chart):
How to learn vocabulary? Take one section at a time, read the words a few times, then look at the Spanish, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the Spanish, and write/ say the meaning.
- Check the work we have done in lessons and re-do the most important grammar and writing tasks. Use all information, and grammar you have in your book.

As an extra, to help you prepare complete the following tasks:

1. Read the texts below and decide if the statements 1-8 are True- T, false – F or not mentioned- NM.

Me gustan mucho los programas de deporte porque no son aburridos, en mi opinion son muy interesantes. Pero no me gustan nada las telenovelas ya que no son emocionantes, son muy tontas.

Lola

Me encantan los documentales porque son muy informativos y educativos, también son interesantes. Me gustan los dibujos animados porque son divertidos. No aguanto el tiempo porque pienso que es aburrido y nada interesante.

Pablo

1. Lola hates sports programmes.
2. Pablo likes documentaries.
3. Pablo thinks documentaries are educational
4. Lola doesn't like the news.
5. Pablo likes cartoons.
6. Lola thinks cartoons are stupid.
7. Pablo likes the weather.
8. Lola thinks soaps are exciting.

Assessment Booklet

Spanish

2. Traduce el texto de Sara al inglés (translate Sara's text into English)

Los fines de semana voy al cine con mi familia. Mis películas favoritas son las películas de acción porque son más emocionantes que las comedias. En la tele, me encanta ver los documentales de National Geographic porque son informativos y son menos aburridos que las telenovelas. No me gustan nada las películas del oeste porque son menos interesantes que las películas de amor.

3. Revising the tenses: decide if the sentences below are in the present, the past or the future

1. Mañana voy a jugar al tenis con un amigo. _____
2. La semana pasada fui a una fiesta de cumpleaños. _____
3. Nunca juego al baloncesto. _____
4. Voy a ver mi programa favorito en la tele después de cenar. _____
5. Saqué muchas fotos en la fiesta de mi amiga Bea. _____
6. A veces voy al cine cuando no tengo muchos deberes. _____
7. El concierto de Shakira fue emocionante. _____
8. No voy a salir con mis amigos porque no tengo dinero. _____
9. Voy a hacer deporte este fin de semana. _____
10. Comí pizza en mi restaurante favorito. _____

4. Traduce las frases siguientes al español (translate the following sentences into Spanish)

- a) Often, I download films but I never read emails.
- b) I sometimes buy presents on the internet.
- c) Every day I do homework, and at the weekends I chat online with my friends.
- d) I don't like action films because they are more boring than westerns.
- e) Martial Arts films are less interesting than action films.
- f) Last week I went out with my friends and I watched a film.
- g) I like sport programmes because they are more informative than game shows.
- h) Next week I am going to go to a concert, and then I am going to eat in my favourite restaurant.

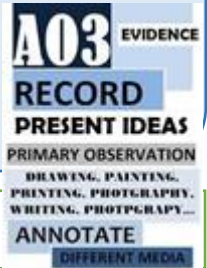
Assessment Booklet

Art

What am I being assessed on?

For the Y9 art assessment you will be asked to accurately draw a cup cake from a photograph. You will be marked on your observational drawing skills. This means how accurately you are able to record images from secondary sources. Your use of shape, detail and tone to show form will all be assessed.

We are looking at A03 which is the recording objective.



What revision material should I revise from?

How can I revise?

To help prepare for this assessment you could practice your observational drawing skills by drawing from these images:



Assessment Booklet

Art

Additional Revision Tasks

Here are some examples showing how your drawings will be graded:



Developing



Secure



Exceeding

It may also help to look at how others have drawn cupcakes. You could and try out drawing from these high-quality examples to help you get the techniques accurate.



Assessment Booklet

Drama

What am I being assessed on?

This will be a practical and oracy-based assessment of Stage Combat performance, focusing on your physical skills (NVC). In your practical assessment you will be assessed on your ability to create and choreograph a combat scene, teamed with GEM. You will also be assessed on your rehearsal process, ability to create believable movement using a range of combat moves, and your use of dramatic knowledge. Your oracy assessment will be analysing and evaluating your contribution in your choreographed performance.

What revision material should I revise from?

- 10 Basic Rules of Stage Combat (That Keep Everyone Safe) :
PerformerStuff More Good Stuff
- The Performer's Guide to Stage Combat – The Performer's Manifesto

How can I revise?

- Recap safety rules
 - Eye contact/ knap/ slow motion/ repetition/ hair tied up/ no jewelry/ no inappropriate physical contact
- Recap stage combat moves

Assessment Booklet

Drama

Stage Combat – Knowledge Recap

Rehearsal & Performance Tips

- Use the time well – settle on ideas quickly
- Work as a team – help & support each other
- Fail zones - don't fall off stage, check spacing
- Check your illusion – the audience should not see the knap(s)
- Develop your fluency – your moves should flow using pace
- Check your sight lines – no backs to the audience

Stage Combat Moves

- Slap
- Punch
- ear pull
- hair grab
- Kick
- Stomp
- Knee to groin
- Knee to stomach
- Head slam

Physical Skills

- Gesture – Communicating with hands
- Expressions – Showing emotions through your face
- Movement – where and how you travel on stage
- Gait – Your characters movement/walking
- Levels – your status on stage
- Proxemics – your relationships on stage through distance
- Knap - the sound of a punch by slapping your own chest or thigh
- Tension – creating atmosphere on stage through building emotion and anticipation
- Climax – reaching the most dramatic moment in your choreography