



# Y9 ASSESSMENT CALENDAR: TERM 1

## Subject Knowledge and Revision Resources




















8<sup>th</sup> January – 25<sup>th</sup> March 2024



### Contents

The subjects being assessed in this assessment window are listed below.

Click on a subject to see a revision lists and to view the knowledge/skills being assessed:

 <a href="#"><u>Art &amp; Design</u></a>	 <a href="#"><u>Business Studies</u></a>	 <a href="#"><u>Computer Science</u></a>	 <a href="#"><u>Dance</u></a>
 <a href="#"><u>Design &amp; Technology</u></a>	 <a href="#"><u>Drama</u></a>	 <a href="#"><u>English</u></a>	 <a href="#"><u>French</u></a>
 <a href="#"><u>Geography</u></a>	 <a href="#"><u>Health &amp; Social Care</u></a>	 <a href="#"><u>History</u></a>	 <a href="#"><u>IT</u></a>
 <a href="#"><u>Maths</u></a>	 <a href="#"><u>Media Studies</u></a>	 <a href="#"><u>Music</u></a>	 <a href="#"><u>Philosophy &amp; Ethics</u></a>
 <a href="#"><u>Psychology</u></a>	 <a href="#"><u>Sports Studies</u></a>	 <a href="#"><u>Spanish</u></a>	 <a href="#"><u>Science</u></a>

[Click here to return to calendar](#)

## Art & Design

Assessment Window	Assessment Title	Topics/Content
w/c 26.03.24 or 04.03.24	Sketchbook/portfolio	A predicted grade will be given based on the sketchbook
<b>Independent learning support:</b>	Students will be assessed on the following: <ul style="list-style-type: none"><li>• Quality of artwork</li><li>• Quality of annotations</li><li>• Quality of presentation and completion of work</li></ul>	

Assessment Window	Assessment Title	Topics/Content
w/c 26.03.24 or 04.03.24	Key knowledge test	<ul style="list-style-type: none"><li>• Formal elements</li><li>• Materials, techniques, and processes</li><li>• Colour theory</li><li>• Artists</li></ul>
<b>Independent learning support:</b>	Students will be assessed on their knowledge of the following: <ul style="list-style-type: none"><li>• Formal elements: Line, shape, tone, colour, texture, form, space</li><li>• Principles: Pattern, movement, contrast, proportion, balance, emphasis</li><li>• Materials/Techniques/ Processes: knowledge on the resources/tools used in class to date</li><li>• Colour theory: primary, secondary, tertiary, analogous, tint and shade, complementary</li><li>• Artists – The Boyle family, Georgia O’Keeffe, various modern/traditional still, previous KS3 artists - knowledge of style, content, context.</li></ul>	

[Click here to return to subject list](#)

## Business Studies

Assessment Window	Assessment Title	Topics/Content
w/c 09.10.23 or 16.10.23	DEP2 Assessment	<ul style="list-style-type: none"><li>• Types of businesses</li><li>• Business objectives</li><li>• Stakeholders</li><li>• Business location</li><li>• Business planning</li><li>• Expanding a business</li></ul>
<b>Independent learning support:</b>	Class Materials folder in Teams & Students' Business Studies booklets and exercise books. Seneca Website: <a href="https://www.bbc.co.uk/bitesize/examspecs/zvwb382">https://www.bbc.co.uk/bitesize/examspecs/zvwb382</a> YouTube – Various – search AQA GCSE Business	

[Click here to return to subject list](#)

## Computer Science

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 – 04.03.24	Introduction to Programming	Programming
<b>Independent learning support:</b>	<b>Students Revision resources:</b> BBC Bitesize Seneca E-Revision  <u><a href="#">Variables and constants - Programming fundamentals - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</a></u>	

[Click here to return to subject list](#)

Assessment Window	Assessment Title	Topics/Content
6th Feb 2023 P2	DEP2 Assessment	To complete repertoire performances and unseen creative approach task in the style of Matthew Bourne demonstrating effective technical and choreographic skills
<b>Independent learning support:</b>	<p><b>Key skills:</b></p> <p>Stylistic features of Ballet:</p> <ul style="list-style-type: none"><li>• Use of turn out</li><li>• Upright posture</li><li>• Key steps: Saute, pas de chat, arabesques, retire, plies, tendus, chaine turns 5 positions of the arms, assemble etc</li></ul> <p>Stylistic features of Contemporary Dance:</p> <ul style="list-style-type: none"><li>• Use of the torso - twist, curves, arches, tilts</li><li>• Use of pedestrian actions</li><li>• Use of expressive skills to show a character - facial expressions, timing, focus</li></ul> <p><b>Links:</b></p> <p><a href="#">Learn and Explore   New Adventures (new-adventures.net)</a></p> <p><a href="#">basic ballet class - YouTube</a></p>	

**[Click here to return to subject list](#)**

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 – 04.03.24	Art Deco Souvenir	<b>Key knowledge and vocabulary:</b> Art Deco, Specification, Feedback, CAD, CAM, Laser Cutter, Addition, Subtraction, Ore, Furnace, Electrolysis
<b>Independent learning support:</b>	<ul style="list-style-type: none"><li>• Understand the key design principles of the Art Deco design movement.</li><li>• Explain how Art Deco was different to existing designs at the time.</li><li>• Understand the purpose of a design specification and how it is used during the design process.</li><li>• Understand the importance of third-party feedback and apply key findings.</li><li>• Confidently use 2D with numerical accuracy and send a file to the laser.</li><li>• Understand that the laser cutter is a type of CAM and be able to discuss the advantages of CAM.</li><li>• Understand how metals are cast into finished forms.</li><li>• Understand what is meant by manufacture by addition and subtraction.</li><li>• Know that metals come from ores which are extracted from the ground.</li><li>• Understand that metals are extracted by a furnace or electrolysis.</li></ul> <p><b>There will also be a weekly Flipped Learning Quiz in class to support.</b></p>	

**[Click here to return to subject list](#)**

## Drama

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 or 25.03.24	An Inspector Calls	The main intent of this unit is to introduce students to JB Priestly's An Inspector Calls and to understand what goes into putting on a professional production. Students will read and explore the text practically, then identifying ways in which they would perform, direct and design for this production. This unit aims to develop students understanding of scripted texts, production elements and theatrical conventions, the role of theatre makers in contemporary practice including performers, directors and designers and application of subject-specific terminology. These skills will be assessed with a mock-exam style written assessment.
<b>Independent learning support:</b>	<b>Content key knowledge/skills being assessed:</b> <ul style="list-style-type: none"><li>• Analysis of script</li><li>• Communication of creative choices/intent</li><li>• Understanding of performance skills (to communicate meaning to an audience)</li><li>• Understanding of design skills (to communicate meaning to an audience)</li><li>• Technical terminology: Performance skills, design elements, production concepts</li></ul>	

[Click here to return to subject list](#)



Assessment Window	Assessment Title	Topics/Content
<b>Mini Assessment:</b> w/c 22.01.24 to 02.02.24 <b>Main assessment:</b> w/c 05.02.24 to 23.02.24	Unseen Poetry	<ul style="list-style-type: none"> <li>Students will build on their analysis skills from Years 7 and 8</li> <li>Students will continue to analyse language, form and structure, as well as poetic techniques.</li> </ul>
<b>Independent learning support:</b>	<b>Mini assessment (formative):</b> Students will begin to analyse an unseen poem, writing one paragraph in response to a GCSE style question.  <u>You need to know:</u> <ul style="list-style-type: none"> <li>MRS SOAP techniques plus poetic terms such as stanza, tone, enjambement, caesura etc.</li> <li>How to structure a response using PEEZL.</li> </ul> <b>Main assessment (formative and summative):</b> Students will analyse an unseen poem in its entirety using PEEZL.	

Assessment Window	Assessment Title	Topics/Content
<b>Mini Assessment:</b> w/c 04.03.24 to 15.03.24 <b>Main assessment:</b> w/c 18.03.24 to 22.03.24	Unseen Prose	Students will explore a range of short stories answering comprehension questions on each text. Key skills covered are recall, language analysis, structural analysis, forming an argument and evaluation.
<b>Independent learning support:</b>	<b>Mini assessment (formative):</b>  Short answer questions focusing on recall and analysis of language.  <b>Main assessment (formative and summative):</b>  Short answer questions focusing on recall, analysis of language and structure, and evaluation.	

[Click here to return to subject list](#)

# French

Assessment Window	Assessment Title	Topics/Content
w/c 08.15.24 or 15.02.25	Module 2 Progress Check 1	Module 2: Le temps des loisirs Identity and culture
<b>Independent learning support:</b>	<b>Progress check formative assessment:</b> Progress Check following the teaching of Unit 1. This will consist of a vocabulary test, and a formatively assessed piece of writing based on the content covered so far.	

Assessment Window	Assessment Title	Topics/Content
w/c 05.02.25 or 12.02.24	Module 2 Progress Check 2	Module 2: Le temps des loisirs Identity and culture
<b>Independent learning support:</b>	<b>Progress check formative assessment:</b> Progress Check following the teaching of Units 1 and 2. This will consist of a vocabulary test, and a formatively assessed piece of writing based on the content covered so far.	

Assessment Window	Assessment Title	Topics/Content																																												
w/c 11.03.24 or 18.03.24	Module 2 Assessment	Module 2: Le temps des loisirs Identity and culture																																												
<b>Independent learning support:</b>	<p>Once all Units have been taught, there will be an End of Module Assessment covering all units in the Module.</p> <p>Students will complete Listening, Reading and Grammar activities based on the units taught, as well as activities to test their translation skills.</p> <div data-bbox="1057 935 2136 1347" data-label="Table-Of-Contents"> <table border="1"> <thead> <tr> <th colspan="2">Module 2 <i>Le temps des loisirs</i> Theme 1: Identity and culture</th> </tr> </thead> <tbody> <tr> <td>Point de départ 1 Revising leisure activities .....</td> <td>28</td> </tr> <tr> <td>Point de départ 2 Revising films and going to the cinema .....</td> <td>30</td> </tr> <tr> <td>Unité 1 <i>Tu es plutôt foot, tennis ou basket?</i> .....</td> <td>32</td> </tr> <tr> <td>• Talking about sport</td> <td></td> </tr> <tr> <td>• Using <i>depuis</i> + the present tense</td> <td></td> </tr> <tr> <td>Unité 2 <i>Ma vie d'internaute</i> .....</td> <td>34</td> </tr> <tr> <td>• Talking about using technology</td> <td></td> </tr> <tr> <td>• Using irregular verbs in the present tense</td> <td></td> </tr> <tr> <td>Unité 3 <i>Lecture et musique!</i> .....</td> <td>36</td> </tr> <tr> <td>• Discussing reading habits and music</td> <td></td> </tr> <tr> <td>• Using negatives</td> <td></td> </tr> <tr> <td>Unité 4 <i>Mes émissions préférées</i> .....</td> <td>38</td> </tr> <tr> <td>• Talking about television programmes</td> <td></td> </tr> <tr> <td>• Using the comparative</td> <td></td> </tr> <tr> <td>Unité 5 <i>Une soirée entre amis</i> .....</td> <td>40</td> </tr> <tr> <td>• Talking about a night out with friends</td> <td></td> </tr> <tr> <td>• More on the perfect tense</td> <td></td> </tr> <tr> <td>Contrôle de lecture et d'écoute .....</td> <td>42</td> </tr> <tr> <td>Contrôle oral .....</td> <td>44</td> </tr> <tr> <td>Contrôle écrit .....</td> <td>46</td> </tr> <tr> <td>Vocabulaire .....</td> <td>48</td> </tr> </tbody> </table> </div>		Module 2 <i>Le temps des loisirs</i> Theme 1: Identity and culture		Point de départ 1 Revising leisure activities .....	28	Point de départ 2 Revising films and going to the cinema .....	30	Unité 1 <i>Tu es plutôt foot, tennis ou basket?</i> .....	32	• Talking about sport		• Using <i>depuis</i> + the present tense		Unité 2 <i>Ma vie d'internaute</i> .....	34	• Talking about using technology		• Using irregular verbs in the present tense		Unité 3 <i>Lecture et musique!</i> .....	36	• Discussing reading habits and music		• Using negatives		Unité 4 <i>Mes émissions préférées</i> .....	38	• Talking about television programmes		• Using the comparative		Unité 5 <i>Une soirée entre amis</i> .....	40	• Talking about a night out with friends		• More on the perfect tense		Contrôle de lecture et d'écoute .....	42	Contrôle oral .....	44	Contrôle écrit .....	46	Vocabulaire .....	48
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[Click here to return to subject list](#)

## Geography

Assessment Window	Assessment Title	Topics/Content
w/c 15.01.24 to 22.01.24	Climate change end of topic test	Climate change – GCSE exam questions
<b>Independent learning support:</b>	<p><b>Knowledge support:</b> <a href="https://www.bbc.co.uk/bitesize/topics/zxcvsg8">https://www.bbc.co.uk/bitesize/topics/zxcvsg8</a></p> <p><b>Example questions:</b> <a href="https://www.ifieldcc.w-sussex.sch.uk/site/data/files/documents/curriculum/geography/7F1CE67F4B3CF67806C60AC3404C4771.pdf">https://www.ifieldcc.w-sussex.sch.uk/site/data/files/documents/curriculum/geography/7F1CE67F4B3CF67806C60AC3404C4771.pdf</a></p> <p><b>Past papers:</b> <a href="https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/ocr-gcse-geography-past-papers">https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/ocr-gcse-geography-past-papers</a></p> <p>Revision sheets also set as homework throughout topic.</p> <p><b>A wide range of revision materials by topic are available on Teams/ Onedrive. These include 100's multiple choice questions, quiz questions, worksheets and work booklets.</b></p>	

Assessment Window	Assessment Title	Topics/Content
w/c 26.03.24 or 04.03.24	Resource reliance - water	Water
<b>Independent learning support:</b>	<p><b>Knowledge support:</b> <a href="https://www.bbc.co.uk/bitesize/topics/zxcvsg8">https://www.bbc.co.uk/bitesize/topics/zxcvsg8</a></p> <p><b>Example questions:</b> <a href="https://www.ifieldcc.w-sussex.sch.uk/site/data/files/documents/curriculum/geography/7F1CE67F4B3CF67806C60AC3404C4771.pdf">https://www.ifieldcc.w-sussex.sch.uk/site/data/files/documents/curriculum/geography/7F1CE67F4B3CF67806C60AC3404C4771.pdf</a></p> <p><b>Past papers:</b> <a href="https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/ocr-gcse-geography-past-papers">https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/ocr-gcse-geography-past-papers</a></p> <p>Revision sheets also set as homework throughout topic.</p> <p><b>A wide range of revision materials by topic are available on Teams/ Onedrive. These include 100's multiple choice questions, quiz questions, worksheets and work booklets.</b></p>	

[Click here to return to subject list](#)

## Health & Social Care

Assessment Window	Assessment Title	Topics/Content
<b>Set:</b> w/c 15.01.2024 <b>Deadlines:</b> SFI: 21/02/2024 TWH: 20/02/2024	Impact of life events	Task 2 – Life events and sources of support for individuals Task 2a – Impact of life events on individuals Topic Area 2: Impacts of life events
<b>Independent learning support:</b>	<p><b><u>What you should know:</u></b></p> <p><b>2.1 Life events and their impacts on individual</b>  <b>Expected and unexpected life events</b></p> <ul style="list-style-type: none"> <li>Physical events; Relationship changes; Life circumstances</li> </ul> <p><b>Impacts that life events have on individuals</b></p> <ul style="list-style-type: none"> <li>Physical; Intellectual; Emotional; Social; Financial</li> </ul> <p><b>Identifying individual's needs based on the impacts of life events</b></p>	

Assessment Window	Assessment Title	Topics/Content
<b>Set:</b> w/c 18.03.2024 <b>Deadlines:</b> SFI: 24/04/2024 TWH: 26/04/2024	Sources of support	Task 2 – Life events and sources of support for individuals Task 2b – Research and recommend support to meet individual needs Topic Area 3: Sources of support
<b>Independent learning support:</b>	<p><b><u>What you should know:</u></b></p> <p><b>3.1 Sources of support that meet individual needs</b>  <b>Sources of support:</b></p> <ul style="list-style-type: none"> <li>Formal; Informal; Charities</li> </ul> <p><b>The roles of practitioners in providing support</b>  <b>The roles of informal care givers in providing support</b></p> <p><b>How practitioners meet individual needs</b></p> <ul style="list-style-type: none"> <li>Enable/promote independence, medical/mental health support; care support; respite care, financial support; advice and guidance</li> </ul> <p><b>Research and recommend personalised support based on individual needs</b></p> <ul style="list-style-type: none"> <li>Match support provision to specific individual needs; Offer coordinated care and treatment; Justify choices made, Apply person-centred value</li> </ul>	

[Click here to return to subject list](#)

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 or 04.03.24	History Paper 1	Edexcel GCSE History Paper 1 Medicine in Britain and the Historic Environment: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches
<b>Independent learning support:</b>	<p><b>Assessment overview</b></p> <p><b><u>c1250–c1500: Medicine in medieval England</u></b></p> <ul style="list-style-type: none"> <li>• Ideas about the cause of disease and illness</li> <li>• Approaches to prevention and treatment</li> <li>• Case study Dealing with the Black Death, 1348–49; approaches to treatment and attempts to prevent its spread.</li> </ul> <p><b><u>c1500–c1700: The Medical Renaissance in England</u></b></p> <ul style="list-style-type: none"> <li>• Ideas about the cause of disease and illness</li> <li>• Continuity and change in explanations of the cause of disease and illness.</li> <li>• Approaches to prevention and treatment</li> <li>• Continuity in approaches to prevention, treatment and care in the community and in hospitals.</li> <li>• Change in care and treatment; improvements in medical training and the influence in England of the work of Vesalius.</li> <li>• Case studies Key individual: William Harvey and the discovery of the circulation of the blood. Dealing with the Great Plague in London (1665): approaches to treatment and attempts to prevent its spread.</li> </ul> <p><b><u>c1700–c1900: Medicine in eighteenth- and nineteenth-century Britain</u></b></p> <ul style="list-style-type: none"> <li>• Ideas about the cause of disease and illness</li> <li>• Continuity and change in explanations of the cause of disease and illness. The influence in Britain of Pasteur’s Germ Theory and Koch’s work on microbes. Approaches to prevention and treatment. The extent of change in care and treatment: improvements in hospital care and the influence of Nightingale.</li> <li>• New approaches to prevention: the development and use of vaccinations and the Public Health Act (1875).</li> <li>• Case studies Key individual: Jenner and the development of vaccination. Fighting Cholera in London (1854); attempts to prevent its spread; the significance of Snow and the Broad Street pump.</li> </ul> <p><b>Revision support:</b>            Seneca: Edexcel GCSE Medicine in Britain            Bitesize: <a href="#"><u>Change and continuity across time - Medicine in Britain overview - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize</u></a></p> <p><b>Specification:</b>  <a href="#"><u>GCSE (9-1) History Specification Issue 4 (pearson.com)</u></a></p>	

[Click here to return to subject list](#)

Assessment Window	Assessment Title	Topics/Content
w/c 16.02.24 – 26.02.24	Project Planning Techniques	Project Planning Techniques
<b>Independent learning support:</b>	<b>Students Revision resources:</b>  Know IT All Ninja E-Revision	

[Click here to return to subject list](#)

## Maths Foundation

Assessment Window	Assessment Title	Topics/Content
w/c 05.02.24 – 09.02.24	Tables & Charts	Tables & Charts Unit
<b>Independent learning support:</b>	<b>Students will be assessed on the following:</b> <ul style="list-style-type: none"><li>• Complete a tally chart</li><li>• Draw and interpret pictograms</li><li>• Complete 2 way tables</li><li>• Listing events (product rule)</li><li>• Draw and read stem &amp; leaf</li><li>• Listing outcomes</li><li>• Interpret bar &amp; vertical line graphs</li></ul>	

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 – 22.03.24	Fractions	Fractions Unit
<b>Independent learning support:</b>	<b>Students will be assessed on the following:</b> <ul style="list-style-type: none"><li>• Simplifying and writing fractions</li><li>• Compare fractions</li><li>• Order fractions</li><li>• Add/Subtract fractions</li><li>• Multiply/Divide fractions</li><li>• Problem solving</li></ul>	

[Click here to return to subject list](#)

## Maths Higher

Assessment Window	Assessment Title	Topics/Content
w/c 05.02.24 – 09.02.24	Data & Averages	Data & Averages Unit
<b>Independent learning support:</b>	<b>Students will be assessed on the following:</b> <ul style="list-style-type: none"><li>• Complete a two way table</li><li>• Draw a pie chart</li><li>• Interpret Stem and Leaf</li><li>• Finding the mean</li><li>• Averages from grouped data</li><li>• Draw frequency polygon</li><li>• Interpret a scatter graph</li></ul>	

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 – 22.03.24	Fractions, Decimals & Percentages	Fractions, Decimals & Percentages Unit
<b>Independent learning support:</b>	<b>Students will be assessed on the following:</b> <ul style="list-style-type: none"><li>• Find the fraction</li><li>• Find a percentage</li><li>• Find the best price</li><li>• Recurring decimal</li><li>• Worded Problems</li><li>• Problem Solving</li><li>• Interest Rate</li></ul>	

[Click here to return to subject list](#)



## Media Studies

Assessment Window	Assessment Title	Topics/Content
w/c 05.02.24 or 12.02.24	Film industry	Film industry
<b>Independent learning support:</b>	<b>Specification:</b> <a href="https://www.wjec.co.uk">GCSE Specification Template (wjec.co.uk)</a>  Revision materials can be found on Seneca, TEAMS and Erevision.	

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 – 25.03.24	Production Pitch	Production Pitch
<b>Independent learning support:</b>	<b>Specification:</b> <a href="https://www.wjec.co.uk">GCSE Specification Template (wjec.co.uk)</a>  Revision materials can be found on Seneca, TEAMS and Erevision.	

[Click here to return to subject list](#)

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 to 04.03.24	Video Game Music	<p><b>Composing Using Chord Sequence and Timbre</b>            Students will be introduced to examples of Video Game music and apply listening skills to identify instrument families and other groups. Musical examples will explore features such as Tempo, Dynamics, Melodies and Timbre. Students will then undertake composing skills in order to produce and review a short piece of video game music giving feedback on each other's work.</p>
<b>Independent learning support:</b>	<p><b>Task 1:</b>            Intro to Timbre- definitions and examples. Wipeout and Horizons. Class listening activity identifying instrument groups and sound quality with pair and share answers and peer review.</p> <p><b>Task 2: Practical task – COMPOSING.</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge and Understanding of Timbre and Chord Sequence with examples and through applying keyboard skills .</li> <li>• Practice and Develop a composition using TCS, applying a structure.</li> <li>• Review and Develop.</li> <li>• Ensemble Performance</li> </ul> <p><b>Keywords:</b>  <b>Pitch, Scale, Structure, TIMBRE</b></p>	

[Click here to return to subject list](#)

## Philosophy & Ethics

Assessment Window	Assessment Title	Topics/Content
w/c 05.02.24 or 12.02.24 <b>TDI &amp; NKI classes:</b> w/c 5/2 <b>JJU classes:</b> w/c 19/2	Short course: Christianity	Christianity: Key Beliefs <b>Enquiry question:</b> What beliefs and ideas impact and shape Christianity
<b>Independent learning support:</b>	<p><b>Students will be assessed on:</b></p> <p><b>NKI – Relationships (9L3, 9M1, 9R1)</b> The importance of relationships in Christianity and Islam; the importance of family in Christianity and Islam; the importance of family and relationships to non-religious people; the importance of marriage in Christianity and Islam; The importance of Marriage to non-religious people; The arguments for and against divorce; Attitudes towards sex outside of marriage in Christianity, Islam and for non-religious people; Attitudes towards the different roles of men and women in religion and in the home in Christianity, Islam and to non-religious people; Diverse attitudes towards LGBTQ+ in Christianity, Islam and towards non-religious people.</p> <p><b>TDI and JMA – Life and Death (9L1, 9L2, 9M2, 9M3, 9R2, 9R3)</b> Christian and Muslim explanations for the origin of the universe; Scientific explanation for the origin of the universe; conflict between religious and non-religious views of creation; different beliefs about the creation of humanity; how these beliefs impact on Stewardship; The sanctity of life in both Christianity and Islam; Why human life is important to non-religious people; different religious attitudes towards abortion and euthanasia; Peter Singer’s views of speciesism; Humanist ‘dignity in dying’ movement; Christian, Muslim and non-religious beliefs about the afterlife; How beliefs about the afterlife are reflected in funeral practices in the UK (both religious and non-religious).</p>	

Assessment Window	Assessment Title	Topics/Content
<b>9D (NKI):</b> w/c 05.02.24	Full course: Ethics	Ethics/ Philosophy
<b>Independent learning support:</b>	<p>The definition of Ethics; The key ideas in Situation Ethics; The key ideas in Duty-based Ethics (Immanuel Kant); The key ideas in Utilitarianism; The key ideas in Virtue Ethics; issues in the UK with racism, Business Ethics (including issues with Amazon around workers rights and tax) and LGBTQ+ and whether following these ethical theories can help with these issues.</p> <p><b>Specification:</b> <a href="https://www.eduqas.co.uk/gcse-specification-template">GCSE Specification Template (eduqas.co.uk)</a></p>	

[Click here to return to subject list](#)

## Psychology

Assessment Window	Assessment Title	Topics/Content
w/c 29.01.24 or 05.02.24	Formative - Research Methods	3.1.4 Research methods
<b>Independent learning support:</b>	<p><b>Research Methods:</b>            Sampling methods            Ethical considerations            Questionnaires            Interviews</p> <p><b>See the following specification points for content and knowledge required:</b>            3.1.4 Research methods</p> <p><b>Specification:</b> <a href="https://www.aqa.org.uk/qualifications/gcse/psychology/specification">GCSE Psychology Specification Specification for first teaching in 2017 (aqa.org.uk)</a></p>	

Assessment Window	Assessment Title	Topics/Content
w/c 11.03.24 or 18.03.24	Summative: Research Methods	3.1.4 Research methods
<b>Independent learning support:</b>	<p>Building on the previous assessment (Formative: Research Methods)</p> <p><b>Research Methods:</b>            Sampling methods            Ethical considerations            Questionnaires            Interviews            Observations – practical corner - mental health in the media observation            Case studies – review of genie (beyond the spec)            Reliability and validity</p> <p><b>See the following specification points for content and knowledge required:</b> 3.1.4 Research methods</p> <p><b>Specification:</b> <a href="https://www.aqa.org.uk/qualifications/gcse/psychology/specification">GCSE Psychology Specification Specification for first teaching in 2017 (aqa.org.uk)</a></p>	

[Click here to return to subject list](#)

## Sport Studies

Assessment Window	Assessment Title	Topics/Content
w/c 05.02.24	Sport 3 assessment	Unit R185
<b>Independent learning support:</b>	<b>Practical:</b> Key components of performance Task 1 – logbook  <b>Theory:</b> Organising and planning a sports activity session Task 3 (6 hours) – Set w/c 05.02.24  <b>Specification:</b> <u>OCR Level 1/Level 2 Cambridge National in Sport Studies specification</u>	

Assessment Window	Assessment Title	Topics/Content
w/c 11.03.24 to 25.03.24	Sport 4 assessment & Task 3 Deadline	Unit R185
<b>Independent learning support:</b>	<b>Practical:</b> Key components of performance Task 1 – logbook  <b>Theory:</b> Applying practice methods to support improvement in a sporting activity Task 2 (6 hours) – Deadline w/c 15.03.24  <b>Specification:</b> <u>OCR Level 1/Level 2 Cambridge National in Sport Studies specification</u>	

[Click here to return to subject list](#)

# Spanish

Assessment Window	Assessment Title	Topics/Content
w/c 08.15.24 or 15.02.25	Module 2 Progress Check 1	Module 2: Mi vida en el insti Current and future study and employment
<b>Independent learning support:</b>	<b>Progress check formative assessment:</b> Progress Check following the teaching of Unit 1. This will consist of a vocabulary test, and a formatively assessed piece of writing based on the content covered so far.	

Assessment Window	Assessment Title	Topics/Content
w/c 05.02.25 or 12.02.24	Module 2 Progress Check 2	Module 2: Mi vida en el insti Current and future study and employment
<b>Independent learning support:</b>	<b>Progress check formative assessment:</b> Progress Check following the teaching of Units 1 and 2. This will consist of a vocabulary test, and a formatively assessed piece of writing based on the content covered so far.	




Assessment Window	Assessment Title	Topics/Content
w/c 11.03.24 or 18.03.24	Module 2 Assessment	Module 2: Mi vida en el insti Current and future study and employment
<b>Independent learning support:</b>	<p>Once all Units have been taught, there will be an End of Module Assessment covering all units in the Module.</p> <p>Students will complete Listening, Reading and Grammar activities based on the units taught, as well as activities to test their translation skills.</p>	



**Módulo 2 Mi vida en el insti** *Theme 3: Current and future study and employment*

<b>Punto de partida 1</b> ..... 26	<b>Unidad 3 ¡Destino Zaragoza!</b> ..... 34
● Giving opinions about school subjects	● Talking about plans for a school exchange
● Describing subjects and teachers	● Using the near future tense
<b>Punto de partida 2</b> ..... 28	● Asking and answering questions
● Describing school uniform and the school day	<b>Unidad 4 Mis clubs y mis éxitos</b> ..... 36
● Using adjectives	● Talking about activities and achievements
<b>Unidad 1 ¡Mi nuevo insti!</b> ..... 30	● Understanding object pronouns
● Describing your school	● Using three tenses together
● Using negatives	<b>Leer y escuchar</b> ..... 38
● Distinguishing between the present and the imperfect	<b>Prueba oral</b> ..... 40
<b>Unidad 2 ¡Está prohibido!</b> ..... 32	<b>Prueba escrita</b> ..... 42
● Talking about school rules and problems	<b>Palabras</b> ..... 44
● Using phrases followed by the infinitive	
● Tackling harder listening exercises	

[Click here to return to subject list](#)

# Science

Assessment Window	Assessment Title	Topics/Content
w/c 15.01.24 or 22.01.24	Energy, Forces & Structure of Matter	AQA ELC Component 5- Physics: Energy, Forces & Structure of Matter
<b>Independent learning support:</b>	Key knowledge for this unit and assessment can be found on the following 'Need to know' sheet: <u><b>Combined Science Year 9 Assessment Term 2</b></u>  <b>Bitesize:</b> <u>Energy - Physics- BBC Bitesize</u> <u>Forces - Physics - BBC Bitesize</u> <u>Matter - Physics - BBC Bitesize</u>	
		   <b>ENERGY FORCES MATTER</b>


Assessment Window	Assessment Title	Topics/Content
w/c 29.01.24 or 05.02.24	Chemistry in Our World	AQA ELC Component 4 - Chemistry in Our World
<b>Independent learning support:</b>	Key knowledge for this unit and assessment can be found on the following 'Need to know' sheet: <u><b>Combined Science Year 9 Assessment Term 2</b></u>  <b>Bitesize:</b> <u>Acidic and alkaline solutions - AQA - Chemistry Revision - BBC Bitesize</u> <u>Rate of reaction - AQA - Chemistry Revision - - BBC Bitesize</u> <u>The Earth's atmosphere - AQA - Chemistry- BBC Bitesize</u>	
		  <b>EARTH REACTIONS</b>


Assessment Window	Assessment Title	Topics/Content
w/c 05.02.24 or 19.02.24	Cumulative Assessment	AQA ELC Components 1, 3, 4 and 5: Human Body Elements, Mixtures & Compounds Energy, Forces and Structure of Matter Chemistry of Our World
<b>Independent learning support:</b>	Key knowledge for topics assessed in this assessment can be found on the following 'Need to know' sheets: <u><b>Combined Science Year 9 Assessment Term 1</b></u> <u><b>Combined Science Year 9 Assessment Term 2</b></u>	


[Click here to return to subject list](#)

## Triple Science

Assessment Window	Assessment Title	Topics/Content
w/c 19.02.24 or 26.02.24	Cumulative Assessment	Cell Biology Part 1, The Human Body, Elements, Mixtures & Compounds, Chemistry of Our World, Energy, Forces and Structure of Matter, Energy
<b>Independent learning support:</b>	Key knowledge for topics assessed in this assessment can be found on the following 'Need to know' sheets: <u><a href="#">Triple Science Year 9 Assessment Term 1</a></u> <u><a href="#">Triple Science Year 9 Assessment Term 2</a></u>	

Assessment Window	Assessment Title	Topics/Content
w/c 11.03.24 or 18.03.25	Chem: Atomic Structure and Periodic Table	Atomic Structure and Periodic Table Unit
<b>Independent learning support:</b>	Key knowledge for each unit being assessed can be found on the following 'Need to know' sheet: <u><a href="#">Triple Science Year 9 Assessment Term 2</a></u> Bitesize: <u><a href="#">The periodic table - AQA - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize</a></u>	
		 <b>MATTER</b>

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 or 25.03.24	Bio: Cell Biology	Cell Biology Unit
<b>Independent learning support:</b>	Key knowledge for each unit being assessed can be found on the following 'Need to know' sheet: <u><a href="#">Triple Science Year 9 Assessment Term 2</a></u> Bitesize: <u><a href="#">Cell biology - GCSE Biology (Single Science) - BBC Bitesize</a></u>	
		 <b>ORGANISMS</b>

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 or 25.03.24	Phys: Energy	AQA ELC Component 3 - Chemistry: Elements, mixtures and compounds
<b>Independent learning support:</b>	<u><a href="#">Triple Science Year 9 Assessment Term 2</a></u> Bitesize: <u><a href="#">Elements, compounds and mixtures - GCSE Chemistry</a></u>	
		 <b>ENERGY</b>

[Click here to return to subject list](#)