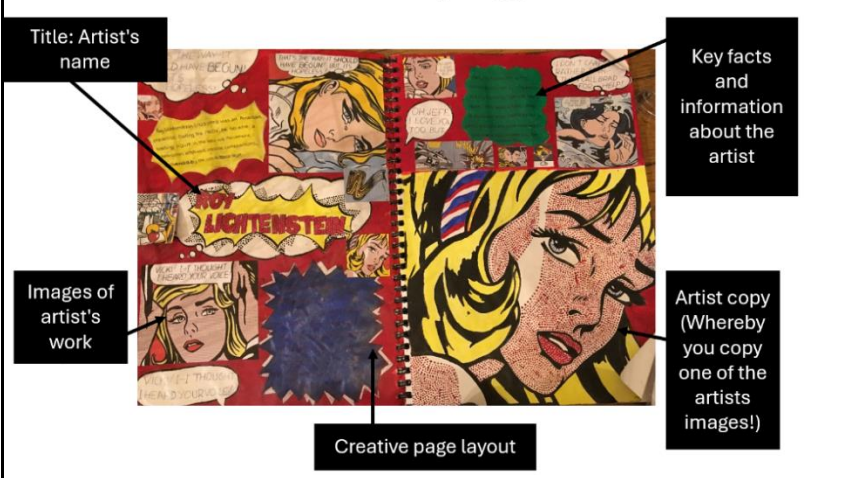


YEAR 9 PPE2 REVISION LIST

Subject	Exam Structure	Topics	Revision Resources (including links)
Maths	A 45-minute calculator exam	Area of a triangle Angles in triangles Combining angle facts Sharing into a ratio Two step equations Enlargements Stem and leaf diagrams Drawing inequalities on number lines Two-way tables Increasing and decreasing percentages Expanding double brackets Angles in polygons Angles in parallel lines Error intervals Box plots Bearings Compound Interest Unit ratios Estimating the mean from Volume of prisms Finding unknown sides in triangles using trigonometry Probability tree diagrams Using Pythagoras' theorem to find unknown lengths in triangles Converting recurring decimals to fractions	Log onto Sparx > Click independent learning (left-hand side) > Type in the code. If the code begins with an M, you need to ensure the curriculum is set to Key Stage 3, if it starts with a U, it needs to be set to GCSE. M610 M351 M319 M525 M634 M178 M648 U509 M945 M533 M960 M653 M606 U657 U879 M260 and M416 U332 M543 U569 U174 U283 U558 U385 U689

RE	One written paper	<p>Judaism:</p> <p>The Nature of God</p> <p>Shekhinah</p> <p>Messiah</p> <p>Abrahamic Covenant</p> <p>Mosaic Covenant</p> <p>Sanctity of Life</p>	<p>Use the videos on the link below to help you. Only look at the videos in Paper Two: Judaism 50 minutes that relate to the topics listed on this form.</p> <p>https://www.sjbc.wandsworth.sch.uk/page/?title=RE+GCSE+Edexcel&pid=538</p>
History	One written paper Subject knowledge Source skills Extended writing piece	<ul style="list-style-type: none"> • Post WW2 Britian and the creation the Welfare State • 1960's Britian • Brixon Riots • Windrush Generation- contribution and experience 	<p>Revision resources:</p> <ul style="list-style-type: none"> • Your exercise book • Revision PowerPoint/exam technique posted on Teams <p>Video/website links:</p> <p>https://www.bbc.co.uk/bitesize/articles/zft8dp3</p> <p>https://www.youtube.com/watch?v=Si3IRAPJkkU</p> <p>https://www.bbc.co.uk/bitesize/guides/zwhsf8/revision/2</p> <p>https://www.bbc.co.uk/teach/class-clips-video/ks3-gcse-history-uprising/zqq94xs</p>
Drama	45 min exam, <u>Section A</u> Performance terminology and consolidation of learning <u>Section B</u> Live theatre review -Twelfth night National Theatre	<p>Section A:</p> <ul style="list-style-type: none"> • Physical Performance skills • Vocal Performance Skills • Spatial Performance skills • Techniques of Practitioners (Brecht, Boal) • Verfremdungseffekt <p>Section B- Live theatre review</p> <ul style="list-style-type: none"> • Lighting Design • Sound Design <p>Evaluation from the perspective of an audience member.</p>	<p>https://www.bbc.co.uk/bitesize/guides/znpcy9q/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zvvdri6/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zkk6jihv/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/z77f6v4/revision/1</p> <p>https://www.bbc.co.uk/bitesize/guides/zb4xwty/revision/1</p> <p>https://www.ntathome.com/packages/twelfth-night/videos/twelfth-night-interview</p> <p>https://www.theguardian.com/stage/2017/feb/23/twelfth-night-review-olivier-national-theatre-tamsin-greig</p>

English	One written paper Subject knowledge Source skills Extended writing piece	An Inspector Calls The Class System Artistocracy Bourgeoisie Proletariat Capitalism Socialism Mr Birling Mrs Birling Sheila Eric Gerald Croft The Inspector Social Responsibility	Guide to Genius and Lesson Booklet-Posted on Teams Work completed in your exercise book
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Art	Classroom Assessment	<p>Students will be completing artist research and will be focussing on annotation and how to write about the ways in which artists work. Students should look at what makes a successful artist research page and look through the word banks to identify any unknown words and look these up.</p> <h2 style="text-align: center;">What makes a successful artist research page?</h2> 	<h3>Art Vocab</h3> <table border="1" style="width: 100%;"> <thead> <tr> <th colspan="4">Elements of Design</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Colour: Blend Bright Clash Deep Dull Glowing Harmonious Intense Luminous Mixed Opaque Pale Pastel Primary Pure Saturated Secondary Soft Tiny Translucent Transparent Vibrant Warm </td> <td style="vertical-align: top;"> Line: Angular Broken Confident Faint Flowing Fluent Free Hesitant Scribble Sweeping Jagged Dashed </td> <td style="vertical-align: top;"> Texture: Course Cross-hatching Fine Flat Glaze Hatching Impasto Jagged Matt Rough Shiny Smooth Soft Splatter Thick Thin Wash </td> <td style="vertical-align: top;"> Pattern: Embellish Flowing Fluid Geometric Irregular Natural Negative Order Ornamental Overlap Plain Positive Repeat Simple Spiral Stamp Stencil Structure Symmetric Uniform </td> </tr> <tr> <td style="vertical-align: top;"> Tone: Bleach Bright Contrast Crisp Dark Fade Fair Gradation Harsh Intense Smooth </td> <td colspan="3" style="vertical-align: top;"> <p>You may find the following words useful when writing about your own artwork or that of others. 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<p>Geography</p>	<p>1 written paper – 40 minutes</p> <p>Knowledge Questions</p> <p>Atlas skill questions</p> <p>Decision-making</p>	<ul style="list-style-type: none"> • Explaining the Greenhouse Effect. • Outlining evidence of Climate Change (in the UK and globally). • Challenges people living in London face. • Features of a global city. • Decision making about building on the green belt. • Causes and solutions to air pollution. • World Map skills – locating different countries and cities within Asia. • Features of a Superpower • Cause and effects of the Asian Monsoon. • Biomes found in Asia and their characteristics. 	<p>Exercise Books</p> <p>Resources on TEAMS</p> <p>https://my.educake.co.uk/student-login</p>
<p>Science</p>	<p>1 written paper – 60 minutes</p> <p>Knowledge Questions</p> <p>Application & evaluation questions</p> <p>Working scientifically questions</p>	<p>Atomic structure and the periodic table(C1&C2)- The periodic table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. The historical development of the periodic table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time as new evidence emerges. The arrangement of elements in the modern periodic table can be explained in terms of atomic structure which provides evidence for the model of a nuclear atom with electrons in energy levels.</p> <p>Structure and Bonding (C3)- Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Analysis of structures shows that atoms can be arranged in various</p>	<p>Oak National: https://classroom.thenational.academy/units/atomic-structure-and-periodic-table-ht-739c</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zwj22nb</p> <p>BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zcckk2p</p> <p>Oak National: https://classroom.thenational.academy/units/organisation-ht-b207</p>

ways, some molecular and others giant. Theories of bonding explain how atoms are held together in these structures. Scientists use this knowledge of structure and bonding to engineer new materials with desirable properties. The properties of these materials may offer new applications in a range of different technologies

Chemical Changes (C5)- Knowing about these different chemical changes meant that scientists could begin to predict exactly what new substances would be formed and use the knowledge to develop a wide range of different materials and processes. It also helped biochemists to understand the complex reactions that take place in living organisms.

Cell Structure and Transport (B1&2)- Cells are the basic unit of all forms of life. In this section we explore how structural differences between types of cells enables them to perform specific functions within the organism. These differences in cells are controlled by genes in the nucleus. For an organism to grow, cells must divide by mitosis producing two new identical cells. If cells are isolated at an early stage of growth before they have become too specialised, they can retain their ability to grow into a range of different types of cells. This phenomenon has led to the development of stem cell technology.

Organisation and the Digestive System (B3&B4)- The human digestive system which provides the body with nutrients, and the respiratory system that provides it with oxygen and removes carbon dioxide. In each case they provide dissolved materials that need to be moved quickly around the body in the blood by the circulatory system. Damage to any of these systems can be debilitating if not fatal. Although there has been huge progress in surgical techniques, especially regarding coronary heart disease, many interventions would not be necessary if individuals reduced their risks through improved diet and lifestyle. The plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis.

Oak National: <https://classroom.thenational.academy/units/chemical-changes-ht-3891>

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/z89ddxs>

		<p>Energy resources and transfer- The concept of energy emerged in the 19th Century. The idea was used to explain the work output of steam engines and then generalized to understand other heat engines. It also became a key tool for understanding chemical reactions and biological systems. Limits to the use of fossil fuels and global warming are critical problems for this century. Physicists and engineers are working hard to identify ways to reduce our energy usage.</p> <p>Particle model- The particle model is widely used to predict the behavior of solids, liquids and gases and this has many applications in everyday life. It helps us to explain a wide variety of observations and engineers use these principles when designing vessels to withstand high temperature and pressure, such as submarines and spacecraft. It also explains why it is difficult to make a good cup of tea high up in a mountain.</p>	
French	<p>60 minutes exam.</p> <p>Mix of multiple choice, short and long answer.</p> <p><u>Skills:</u> Reading, Writing, Grammar, Translation.</p>	<p>Me and the relationships around me</p> <ol style="list-style-type: none"> 1.Me & my family 2.Getting on with others 3.Personal relationships 4.Future relationships <p>Technology in everyday life:</p> <ol style="list-style-type: none"> 5.Communicating online 6.The uses of social media 7.Mobile technology: pros/cons 8.Mobile technology: uses <p>Free-time activities:</p> <ol style="list-style-type: none"> 9.Hobbies 10.Free-time activities 11.Food & meals 12.Eating out <p>Sports</p> <ol style="list-style-type: none"> 13. Sports 14. Healthy lifestyle 	<p>★ Memrise -> AQA New GCSE French https://community-courses.memrise.com/group/506368/</p> <p>★ Exercise book</p> <p>★ Teams</p> <p>★ BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zp838p3</p>

		<p>Celebrations</p> <p>15. Festivals (which traditional ones, how is it being celebrated)</p> <p>Grammar points:</p> <ul style="list-style-type: none"> .Past (<i>j'ai mangé, je suis allée, je me suis coiffée, je mangeais</i>) .Present (<i>je mange</i>) .Future (<i>Je vais manger</i>) .Reflexive verbs (<i>je me couche</i>) .Adjectives (<i>important, fantastique</i>) <p>Other key-points</p> <ul style="list-style-type: none"> -<i>J'aime, j'adore, je n'aime pas, je déteste</i> -<i>Parce que, car</i> -<i>c'est / c'était</i> -<i>et, mais, aussi, cependant</i> 	
Italian	<p>60 minutes exam.</p> <p>Mix of multiple choice, short and long answer.</p> <p>Skills: Reading, Writing, Grammar, Translation.</p>	<p>Self and the relationships around myself</p> <ol style="list-style-type: none"> 1. Self & my family 2. Getting on with others 3. Personal relationships 4. Future relationships <p>Technology in everyday life:</p> <ol style="list-style-type: none"> 5. Communicating online 6. The uses of social media 7. Mobile technology: pros/cons 8. Mobile technology: uses <p>Free-time activities:</p> <ol style="list-style-type: none"> 9. Hobbies 10. Free-time activities 11. Food & eating out <p>School life</p> <ol style="list-style-type: none"> 12. Describing your school 13. School subjects & teachers 14. School uniform 15. School rules 	<p>★ Microsoft Teams https://sjbcollege.sharepoint.com/sites/Section_8034-2023/Class%20Materials/Forms/AllItems.aspx</p> <p>★ Online dictionary: https://www.wordreference.com/enit/</p> <p>https://www.bbc.co.uk/languages/italian/</p> <p>https://www.duolingo.com/course/it/en/Learn-Italian https://www.bbc.co.uk/bitesize/subjects/z86pyrd</p> <p>Verbs: https://scuolaelettrica.it/quiz/media/classe2/italiano/coniugatore.php</p>

Spanish	<p>60 minutes exam.</p> <p>Mix of multiple choice, short and long answer.</p> <p><u>Skills:</u> Reading, Writing, Grammar, Translation.</p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> • Weather (present tense) • Weather and free time • Weather in the past • Family and describing others • Describing family relationships • Types and use of technology • Social media • Present tense revision • Sports • Imperfect tense • Trending topics (perfect tense) • Live events • School facilities • Describing your school • School subjects • Teachers • School uniform • School rules • Extra-curricular activities • Holidays in the present • Destination Barcelona • Destination Zaragoza • Booking a hotel • Holidays in the past • Holidays in the future <p><u>Grammar:</u> Preterit tense Simple future Near Future Imperfect tense Comparatives and Superlatives Perfect tense Present tense “Para” followed by infinitive</p>	<p>Microsoft Teams: https://teams.microsoft.com/v2/?culture=en-gb&country=gb</p> <p>BBC: https://www.bbc.co.uk/languages/spanish/</p> <p>Online dictionary: https://www.wordreference.com/</p> <p>Duolingo: https://www.duolingo.com/course/es/en/Learn-Spanish</p> <p>Grammar: https://www.bbc.co.uk/bitesize/topics/zg9mhyc</p>
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		Indefinidos: algunos/as, otros/as, muchos/as, demasiados/as Hay/ No Hay Adjectives Gender, noun, adjectives agreements (masculine/femenine/plural/singural) Opinions + Justifications	
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Computing	One written Question Paper	<p>Animations</p> <p>Intro to Blender software</p> <p>Animating, naming conventions, moving, coloring objects using the software</p> <p>Adapting to new images and using building models using the app</p> <p>Adding visual and sound effects to the models</p> <p>Data Science</p> <p>Defining Data and Information</p> <p>Visualising data in different forms</p> <p>Handling large amounts of data and accessing Global data sets</p> <p>Investigative cycle(PPDAC)</p> <p>Detailed understanding of every stage of PPDAC</p> <p>Making a positive change by analysing the situational data using PPDAC</p> <p>Cybersecurity</p> <p>Protecting you and your data</p> <p>Social Engineering and Social Media</p> <p>How to survive a Data attack and protect yourself online</p> <p>Representations – Audiovisual</p> <p>Binary values – a recap</p> <p>How images are stored as pixels in binary</p> <p>Colors in 8-bit sequence</p> <p>Manipulating an image and maintaining the size</p> <p>Sound editing tools and binary equivalents for the edits</p> <p>Python Programming with data</p> <p>Recap on variables, datatypes in Python</p> <p>Creating lists and arrays</p> <p>Looping structures</p> <p>If-elif-else, While and For loops in Python</p> <p>Creating an application using the loops in Python</p>	BBC Bitesize
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DT	Written paper with drawing question	<p>Health and Safety Tools and machinery Design movements Timbers Polymers Metals Drawing techniques (iso, ortho, 1 pt pers.)</p>	<p>https://www.bbc.co.uk/bitesize/subjects/z23vkhv</p>
Portuguese	<p>60 minutes exam. Mix of multiple choice, short and long answer. <u>Skills:</u> Reading, Writing, Grammar, Translation.</p>	<p>About the exam: What will the students be tested on:</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Making plans and expressing wishes: <ul style="list-style-type: none"> ● Main verbs related; ● Greeting people and introducing myself; ● Where you live: local area, house, type and content; ● Talking about town, tourist attractions and holidays; ● Talking about past events; <p>Grammar:</p> <ul style="list-style-type: none"> ● Simple Present of Verbs (-ar and a selection of -er and -ir verbs worked in class). ● 'Futuro Próximo' (eu vou comprar...) e 'Presente Progressivo' (eu estou a comprar...). ● Imperative: 'Falem!' and 'Não falem!' ● Simple Past of Verbs; ● Expressing lifestyle ● Recent Past: acabar de + Infinitive ● Word order and Negative ● Agreement ● Question words ● Basic prepositions ● Adverbs in -mente / -ly 	<p>Teams: 9x-Po1-2023 General Microsoft Teams General Duolingo: https://www.duolingo.com/course/pt/en/Learn-Portuguese YouTube: https://www.youtube.com/results?search_query=portugues BBC: https://www.bbc.co.uk/languages/portuguese/</p>

Key Vocabulary (complete list available in the Specification cf. right column)

- Basic conversation and Q/A... Onde, Quem...
- House: casa, andar, quarto, cozinha ...
- Town: monumentos, palácio, ponte...
- Free times activities: parque, museu, lojas....
- Going out: metro, jantar fora, restaurante, bar...
- Body and health: doente, olhos, medicamento...

- **Writing:** Ability to **read instructions and write short sentences in a text format or to complete them.**

- **Reading:** Ability to **understand, locate and select information** of a short text, according to the instruction.

- **Listening:** Ability to **understand, locate and select information** of a short audio, according to the instruction.

- **Translation: Translating** short sentences to and from Portuguese;

- **Grammar Knowledge:** Ability to reuse Grammar structures worked in class, according to instruction.