

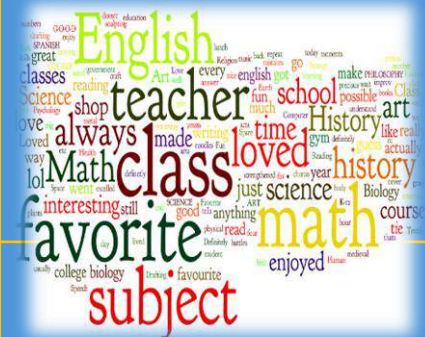


2026

CAYMAN PREP & HIGH SCHOOL

Year 9 May Exams Study Guide

Name: _____





**CPHS
HIGH SCHOOL
YEARS 7 – 10**

INFORMATION ON EXAMINATIONS

- It is your responsibility to have all the necessary equipment for examinations. In most cases this includes at least two pens, two pencils, coloured pencils, a ruler and any maths equipment you are told to have. **You will not be allowed to borrow any of these items** once you are in the examination room unless it is something previously agreed with the teacher setting the paper.
- You should have been revising your work for some time. You will not be allowed to take notes into the examination room unless time has been specifically allocated for it.
- You will NOT be allowed to take bags into the hall, please leave them tidily where your form tutor tells you.
- If you need to ask a question during the examination, silently put up your hand and an invigilator will come to you. **At no time should you leave your seat until told to do so at the end of the examination.** Please go to the bathroom before the exam.
- The invigilator will give you any special instructions regarding the paper. It is up to you to read and follow the written instructions. Read these very carefully.
- When you have finished, check your work carefully for errors and make sure that you have answered in the way you were instructed.
- If a study period is scheduled in the examination room, ONLY studying may be done.
- You should pace yourself so that you complete the paper in the time allocated. Do not rush through your work. If you do finish a little early, take the opportunity to check your work, using the question paper to guide you as to whether you have followed instructions carefully and done your best.
- **Students who talk or seek to gain the attention of another, or in any way seek to gain an unfair advantage, will have their paper cancelled at the end of the examination and their parents will be informed.**

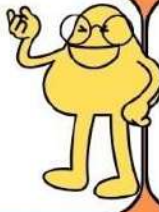
Date of policy: May 2024

GENERAL REVISION ADVICE

Revising effectively isn't just about working hard—it's about working smart! Being organised, having the right environment, and following a structured plan will help you stay focused and make the most of your study time. A well-planned approach will reduce stress and boost your confidence for exam day! 💡📖

GET ORGANISED

- Ensure you have all necessary equipment (pens, highlighters, calculator, etc.) in a clear plastic bag.
- Organise all your notes by subject and topic.
- Make sure you have a complete set of notes—borrow and photocopy anything missing.



CREATE THE RIGHT STUDY ENVIRONMENT

- Find a quiet place where you won't be disturbed.
- Ideally, use a dedicated space that isn't used for anything else.
- Ensure good lighting and a comfortable chair to avoid distractions.



PLAN YOUR REVISION TIME

- Use a weekly timetable to schedule when you will revise.
- Identify the best time of day when you work most effectively.
- Break subjects into manageable chunks to avoid overload.



BALANCE STUDY & BREAKS

- Stick to your schedule but don't overwork yourself.
- Use techniques like the Pomodoro Method (25 mins study, 5 mins break).
- Stay active—take short walks or stretch during breaks.



STAY HEALTHY

- Get enough sleep—avoid cramming late at night.
- Eat well—brain food like nuts, fruit, and water keep you focused.
- Exercise regularly to boost energy and concentration.



KEEP UP WITH HOBBIES & FUN

- Continue doing things you enjoy—sports, music, gaming, or socialising.
- Reward yourself for productive study sessions!
- Use rewards wisely—treat yourself after completing tasks (e.g., watching a show, calling a friend). Rewards should be earned, ensuring productivity and long-term success.



STAY POSITIVE & MOTIVATED



- Set clear goals for each session (e.g., "I will learn 4 key case studies today").
- Visualise success—imagine walking into the exam feeling confident.
- Remind yourself: **You've got this!**

TIME MANAGEMENT & EFFECTIVE STUDY



- Limit revision to 2-2.5 hours per day while still at school for better retention.
- Balance study with relaxation, exercise, healthy eating, and sleep.
- Avoid long sessions, as information in the middle is easily forgotten. Try buddy revision—teach a friend to reinforce learning.

STUDY TIPS FOR EXAM REVISION

By incorporating these evidence-based strategies into your exam revision, you're more likely to understand the material deeply and remember it during the exams. Keep it active! If you revise something tonight, by this time tomorrow you'll have forgotten at least some of it. So, take another quick look at it tomorrow, to "top up" your memory. Take another quick look next week and keep "topping up" until the night before the exam.

QUIZ YOURSELF AND OTHERS

- Instead of just reading, test yourself on what you've learned.
- Try a mini-quiz every day on different topics.
- Explain topics to a friend, or family member.
- If you can teach it, you understand it.



LOOK, COVER, WRITE, CHECK!

- Read a piece of information.
- Cover it up.
- Write it down from memory.
- Check if you got it right and correct mistakes.



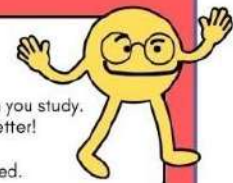
HIGHLIGHTING & ANNOTATION!

- Use color-coding to emphasize key points.
- Write brief notes or questions in the margins



WORDS AND PICTURES!

- Use both notes and diagrams when you study. Drawing can help you remember better!
- Once a week, draw what you learned.



ASK "WHY?"

- Whenever you study something, ask yourself, "Why is this true?" or "How does this work?"
- This helps make sure you don't just memorise it.



SUMMARISING INFORMATION!

- Condense notes into key points even post-it notes.
- Use bullet points, lists, or quick explanations.
- Create acronym or acrostic



FLASHCARDS & MIND MAPS!

- Write key terms on one side and definitions on the other.
- Test yourself regularly.
- Create visual diagrams to connect ideas.
- Use colors and images to aid memory.



PAST PAPERS & PRACTICE QUESTIONS

- Familiarise yourself with exam formats.
- Use specifications/revision guides to check that you have knowledge on all content
- Identify gaps in knowledge.



REVISION POWER HOUR!

- 60 minutes of focused revision.
- Break it into smaller tasks (e.g., 20-minute chunks with a 5 min break in between).

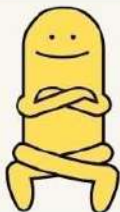


POMODORO TECHNIQUE!

- Study hard for 25 minutes, then take a 5-minute break. That's one "Pomodoro."
- After 4 "Pomodoros," take a longer break (15-30 minutes).
- This helps stop you getting too tired.



AI TOOLS & APPS FOR REVISION!



- Quizlet - Make digital flashcards & play games.
- Anki - Spaced repetition flashcard system.
- Seneca Learning - Interactive quizzes and revision notes.
- Brainscape - Adaptive flashcards for efficient learning.
- Forest / Flora - Stay focused by growing virtual trees.
- Google Keep / Notion - Organize revision notes digitally.
- YouTube (e.g., BBC Bitesize, CrashCourse) - Educational videos.
- NotebookLM - create podcasts from notes/content

Get organised with your time, do not leave everything until the last minute!

Countdown – from 4 weeks before the June exams

Get organised with your time, do not leave everything until the last minute!

You need to create an Effective 4 Week Revision Timetable



You may wish to use the timetable included OR devise one of your own OR use a timetabling app on your tablet OR computer OR phone as there are some great ones available.

How To Create an Effective Revision Timetable

Outcomes – find out how you will be assessed? (Note: written exams are not for every subject)

Activities – find out how many topics you have to revise for each subject - it does vary.

Time – decide approximately how long it will take you to make study material & **review** each subject.

(add your own subjects below)	number of topics I must learn for this subject are:	time (in hours) I need to make the study cards/mind maps /notes needed for this subject are: Active Revision can be completed in 30 – 60 minute slots	will need to review the study material for this subject are: Review can be completed in 10 – 15 minute slots	number of study sessions I need each week is:	number of review sessions I need each week is:
Maths					
English					
Science					
RE					
History					
Geography					
Drama					
Art					
Music					
ICT					
French					
Spanish					

REMEMBER

YOU WILL NOT BE TAKING YOUR BOOKS INTO THE EXAMS WITH YOU.
ALL THAT YOU WILL BE TAKING IS WHAT IS INSIDE YOUR HEAD!

My Daily Schedule

Which topics will you study each day?

Week 1						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 2						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Public Holiday						
Week 3						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 4						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

You know the best time when your concentration is at its fullest – use this knowledge so your revision is effective.

Use this plan to make sure you revise ALL the topics for EACH subject.

Please write the subject & topic you are studying in each box.

Use the abbreviations: *Maths /Eng /Science /ICT /CS/ Span /Hist /Fren /Dram/Geog /Music /RS /Art*

Fill in the subjects and topics you are going to study each day.

5 Steps to Effective Revision

Step 1 Read and Understand

You won't be able to learn what you don't understand, so the first step in successful revision is to read the information and make sure it all makes complete sense. You should understand every word *and* all the detail. If there is anything you don't understand, now is the time to look it up or ask someone to explain it to you – before you start to try to learn it! At exam time use the syllabus or study guide to identify the topics which you need to cover.

Step 2

Highlight Important Information

Read the text again, but this time use your highlighters to shrink the information down, by picking out only the information you need to learn and ignoring the rest. Make sure you also pick out any **Key Words** for the topic you are studying.

What are Key Words?

Words unlock meaning. A Key Word is *any* word which does this. It could be a subject-specific word

Step 3

Active Learning

You've found out *what* you need to know, so now you need to begin the learning process. Find out what works for you for different subjects. The important thing is that you are actively involved in the process. If all you do is read your notes, you will only remember approximately 10% of the information the following day. Be creative; this step is about beginning to **encode the information in your brain**. Take your highlighted information and **make study materials** for use in Step 4 by creating any of the following:

- Mind Maps
- Linear Notes
- Study Cards
- Online Study Cards
- MP3 Recordings
- etc...

There are so many ways to study!

Don't Stop Here! – The next two steps are critical to the learning process.

Step 4

Frequent Review – to Memorise the Information

Once you understand the topic and you've created your study materials, you need to memorise the information. Review all the study materials in short frequent bursts. You might find useful websites to help you. The more times you repeat your review the more effective your learning will be. The aim is to move the information from your short term memory into your long term memory so it becomes *knowledge*.

Step 5

Test Yourself

Once you've learnt the information, it's important to test that you can recall it quickly when you need to. Ask friends, parents or siblings to test you, use online testing tools or, when you are studying for I/GSCEs and A levels, use past papers with mark schemes to test your knowledge. Check, that you can recall all the necessary detail. Completing past papers and using mark schemes to check them will allow you to better understand what is expected by the examiner, so the more past papers you complete the better prepared you will be. Don't be tempted to use past papers as your only form of revision. You need to cover the whole syllabus, not just the areas that have come up in previous exams.

Science

Students should come prepared with the following.

- Black pens
- Pencils
- A clear plastic 30cm ruler
- A calculator
- Eraser

It is really important that students bring all their own equipment. We cannot guarantee that we will be able to provide students with items they are missing.

Students will write a **one hour** exam which will test for the following skills.

- Comprehension – Test understanding of key concepts.
- Evaluation – Test ability to interpret data from tables and graphs.
- Investigative – Test ability to plan fair tests and to produce tables and graphs.
- Calculations – Test ability to use formulae and to calculate values.

The students will also sit an online Progress Test Science assessment, in a lesson the week beginning the 9th June. This is an end of Key Stage internal diagnostic test for the faculty and will not be used to generate grades for reports.

Year 9 topics

- **Properties of Materials**
- **Energy**
- **Salts and Rates of Reactions**
- **Plants & Photosynthesis**
- **Forces**
- **Waves**

Students may also find the following websites useful during their science revision:

<https://www.senecalearning.com>

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

<https://www.bbc.co.uk/bitesize/levels/z4kw2hv>

Mathematics

Examination: Core:1 hour paper (Calculator)

Extended: 1 hour paper (Calculator)

Reminder: The Non-Calculator assessment will be completed in class,

Equipment needed: Geometrical instruments, pen and pencil, calculator

Revision websites:

<https://www.drfrostmaths.com/>

<https://corbettmaths.com/contents/>

Topics to be tested: All work taught in Year 9.

Number 1

Natural numbers, integers, prime numbers, common factors (HCF) and multiples (LCM), rational and irrational numbers, real numbers; squares, square roots and cube numbers, four operations with positive integers and decimals, order of operations, ordering by magnitude and use of inequality symbols, estimation, rounding

Directed Numbers

Practical applications, use of four operations with positive and negative integers

FDP 1

Language and notation of proper and improper fractions, decimals and percentages. Conversion between the forms, ordering by magnitude and use of the inequality symbols. Use of four operations for calculations with fractions. Fractions of an amount. Percentage of a quantity, one amount as a percentage of another, calculate percentage increase/decrease

Algebra 1

Substitution, simplify expressions, expand brackets (inclu. triple brackets), rules of indices, factorisation – taking out a common numeric and/or algebraic term, quadratics (where $a = 1$ and **both brackets** are positive) Construct simple expressions, equations and formula. Solve linear equations in one unknown, change the subject of a formula

Ratio, proportion and rate

Ratio, proportion, SDT, DMV, PFA, time, money (including exchange rates)

Standard Form

Conversions and calculations (including non-calculator)

Surds 1

Understand and use surds, including simplifying expressions

Coordinate Geometry 1

Use of coordinates, recognise straight line graphs ($x = a$, $y = b$ etc) straight line graphs, table of points, gradients of straight lines, including from two points, equation of a straight line, including from two points, recognise and sketch straight line graphs

Sequences

Number sequences; algebraic statements including expressions for the n th term of linear, quadratic, basic cubic and exponential sequences.

FDP 2

Calculate with simple & compound interest (to include no calculator) use of reverse percentages, convert between recurring decimals and fractions

English

Assessment Overview

Students will complete **two papers**, each lasting **45 minutes**:

Paper 1: Reading

- **Unseen text**
- Students will answer:
 - **Comprehension questions**
 - **Language analysis** using **PEE / PEEL / PETAL paragraphs**

Paper 2: Writing

- **Viewpoint writing task**
- Students will write a **speech** presenting a clear opinion on a given topic

How to Prepare

Reading Skills

Students should practise:

- Interpreting **deeper meanings and ideas**
- Analysing how writers use:
 - Language
 - Tone
 - Imagery
- Writing detailed analytical paragraphs:
 - Clear point
 - Embedded quotation
 - Developed explanation

Writing Skills (Speech Writing)

Students should practise:

- Writing with a **clear viewpoint**
- Using persuasive techniques such as:

- Rhetorical questions
- Emotive language
- Repetition
- Direct address (“you”)
- Structuring a speech:
 - Strong opening
 - Developed arguments
 - Memorable conclusion

Top Tips

- Keep your viewpoint clear throughout
- Write in a **persuasive and engaging tone**
- Use a range of techniques to influence your audience
- Check spelling, punctuation, and grammar carefully

How can I prepare?

- Pay attention in your classwork and homework assignments, particularly to advice your teacher gives you.
- Study your progress grids for English. These success criteria show you exactly what you need to do to achieve your target grade.
- Practise completing exam-style questions
- Keep reading. Read a wide range of books and articles, testing yourself using Accelerated Reader (including Accelerated Reader articles).

Geography

The exam is **45 minutes** long and will include content from January (IGCSE) only. You should thoroughly revise Tectonic hazards (earthquakes and volcanoes) and Resource provision (food)

The exam will include questions that ask for short and long answers (including 7-mark case study). You should be prepared to write in greater detail using key terms and place specific detail when answering questions worth higher marks. You may also be asked to apply your basic map skills (including measuring distance and finding direction). The main skills you will need to apply include defining, identifying, comparing, describing, explaining and evaluating.

You should be prepared to apply your knowledge and understanding to unfamiliar questions.

Please bring a pen or two, lead pencils, a ruler, and a calculator.

Revision checklist for Tectonic Hazards

4 Tectonic hazards

4.1 The structure of the Earth and distribution of earthquakes and volcanoes

- 4.1.1 The characteristics of the layers of the Earth: inner core, outer core, mantle, crust, lithosphere.
- 4.1.2 The names and location of the main tectonic plates and how tectonic plates move.
- 4.1.3 Types of plate boundary: divergent/constructive, convergent/destructive, convergent/collision, conservative/transform and the location of earthquakes and volcanoes.

4.2 The processes and features associated with earthquakes and volcanoes

- 4.2.1 The processes experienced at each type of plate boundary which cause earthquakes and volcanic eruptions.
- 4.2.2 The main characteristics of earthquakes: focus, epicentre, seismic waves.
- 4.2.3 Types of volcano: strato-volcano (composite cone), shield, cinder cone.
- 4.2.4 The classification of volcanoes as active, dormant, or extinct.
- 4.2.5 The main features of volcanoes: crater, vent, magma, magma chamber, secondary cone.
- 4.2.6 Volcanic hazards: lava flows, ash falls, lahars, pyroclastic flows, tephra, volcanic rocks, toxic gases; the significance of speed, size, frequency, and spread.

4.3 The impacts of tectonic hazards

- 4.3.1 Reasons why people live in areas at risk from earthquakes and volcanic eruptions.
- 4.3.2 The impacts of earthquakes.
- 4.3.3 The impacts of volcanic eruptions.
- 4.3.4 How the magnitude of a tectonic event is measured: moment magnitude scale, Richter scale, Mercalli scale, the volcanic explosivity index (VEI).

4.4 Managing the impacts of tectonic hazards

- 4.4.1 Primary and secondary responses.
- 4.4.2 An evaluation of the strategies and techniques used to manage the impacts of earthquakes and volcanic eruptions: monitoring, prediction, protection, planning and technology.
- 4.4.3 One detailed specific example to include:
 - the causes and impacts of an earthquake on a named country/area
 - the responses to the earthquake
 - the strategies and techniques used to manage the impacts of earthquakes.
- 4.4.4 One detailed specific example to include:
 - the causes and impacts of an eruption of a named volcano
 - the responses to the volcanic eruption
 - the strategies and techniques used to manage the impacts of volcanic eruptions.

Revision checklist for Resource provision (Food)

10 Resource provision

10.1 How food is produced

- 10.1.1 Farming types: subsistence, commercial, arable, pastoral, mixed, aeroponics, aquaponics, hydroponics.
- 10.1.2 Farming systems: inputs, processes, outputs.

10.2 The global patterns of food supply and demand

- 10.2.1 Global patterns of calorie intake and reasons for variations.
- 10.2.2 The reasons for the changing global production and consumption of food.
- 10.2.3 The strategies used to increase food supply.
- 10.2.4 The reasons for the globalisation of food supplies.
- 10.2.5 The impacts of the globalisation of food supplies.

10.3 The challenges of food supply

- 10.3.1 The human and natural factors negatively affecting food supply.
- 10.3.2 The problems caused by food insecurity in countries at different levels of development.
- 10.3.3 The strategies and techniques used to increase food supply.
- 10.3.4 An evaluation of the role of food aid in improving food security.
- 10.3.5 An evaluation of the strategies and techniques used to manage desertification and soil erosion; including sustainable.
- 10.3.6 One detailed specific example of a named country or area to include:
 - factors affecting food supply
 - causes of food insecurity
 - problems caused by food insecurity
 - strategies and techniques used to increase food supply.

History

The Year 9 History exam is **1 hour** long and will cover all content from September. It will also examine a variety of skills.

Unit 1: 'Was the Treaty of Versailles fair?' (CIE GCSE Taster course)

1. What were the peacemakers hoping to achieve?
2. What was decided?
3. How did Germany react?
4. How has the Peace Treaty been viewed with hindsight?

Unit 2: Hitler's Rise to Power

- Who was Adolf Hitler
- Hyperinflation crisis
- What were the Putsches?
- What happened during the Reichstag Fire and what was the impact?
- What happened on the 'Night of the Long Knives'?
- How did all this help Hitler come to power in 1933?

Unit 3: Nazi Germany

- How did Hitler control the population? (Propaganda/SA/SS/Courts/Gestapo)
- What was life like for women in Nazi Germany?
- What was life like for the youth of Germany?

Unit 4: The Holocaust

- Nazi beliefs: What were Nazi policies?
- How did the Nazi's use propaganda to spread their ideology?
- Nuremberg Laws (1935)
- Kristallnacht (1938)
- Conditions in the Ghettos
- Concentration/Labour Camps.
- Heroes/ Bystanders/Collaborators
- Did Britain do enough?
- Nuremberg Trials

Unit 6: World War Two (Case Study)

- What was the background to war?
- Why was Hitler appeased?
- Analyse the importance of the following events:
 - Dunkirk
 - Battle of Britain
 - Blitz
 - Battle of the Atlantic
 - Pearl Harbour
 - Stalingrad
 - D-Day
- How justifiable was the use of the atomic bomb?

Exam Guidance:

- ✓ Class notes/exercise books
- ✓ Revision sheets provided by the class teacher with suggested structures
- ✓ Relevant documentaries/films (e.g. BBC Auschwitz: The Nazis & The Final Solution {both available on Netflix})
- ✓ Textbooks (borrowed from History Department by request)
- ✓ Internet research (reputable websites) (e.g. ushmm.com, historylearningsite.co.uk, iwm.org.uk, BBC bitesize)
- ✓ Exam will contain; 4 mark GCSE Q x2, 6 mark GCSE Q, 6m source question and a 10 mark GCSE essay question where you have 2 options to choose from.

Computing (ICT)

The Computing exam will be a 45 minute written exam and will be based on the topics covered this year in lessons. This exam will have a combination of multiple-choice questions, short written response question and an extended written response question.

Topics to study for this exam:

- Python Programming including syntax and logic (variables, data types, control structures)
- Technology and Ethics (social media algorithms, online reputation, AI – risks and rewards)
- Spreadsheets (formulas, functions, graphs, conditional formatting, sorts and filters)

Revision help

Students should revise theory and practise using the relevant websites and programs to ensure success. The following website resources are useful for revision:

- Teams – all in-class activities that have been completed throughout the year can be found within the assignments section of Teams
- CodeHS – this is the platform used to write and edit Python code. All in-class activities undertaken relating to Python programming can be found there.
- Watch a short **Craig'n'Dave** video on ethics or AI and make notes:
<https://www.youtube.com/@craigndave>
- Use **BBC Bitesize** to revise one topic (e.g. algorithms or data) and test yourself:
<https://www.bbc.co.uk/bitesize/subjects/z34k7ty>
- Watch key clips from **The Social Dilemma** and write 2 ways algorithms influence behaviour:
https://www.youtube.com/results?search_query=social+dilemma+algorithm+clip
- Ask an AI tool a question you already know and identify at least 2 mistakes or issues in the answer
- Step through your Python code using **Python Tutor** to understand how it works:
<https://pythontutor.com/>
- Use **W3Schools Python** to practise: input, if/else, and loops:
<https://www.w3schools.com/python/>
- Practise spreadsheet skills (SUM, AVERAGE, IF) using **GCF Excel tutorials**:
<https://edu.gcfglobal.org/en/excel/>

Good luck!

Religious Education

Your exam will last for 45 minutes

You will be tested on the topics outlined in the table below.

CHRISTIANITY	ISLAM	DIFFERENT PERSPECTIVES
1. Nature of belief 2. Baptism & Confirmation 3. Life after death	1. The Five Pillars 2. Prophethood 3. Al Qadr	1. The meaning of life 2. The soul 3. Mourning and funeral practices

[Text Wrapping Break]

You must answer all of the questions on the exam.

Before you answer the question, the **checklist** like we do in class.

There will be a variety of questions of the assessment objectives (AOs).

CHECKLIST

1. Read the question
2. Read the command word
3. Decide what the command word requires
4. Identify the number of marks available
5. Identify the key words in the question

Assessment Objective	Requirements	Example command words
AO1	Direct recall questions test your knowledge .	Account, describe, list.
AO2	Knowledge and understanding questions test your ability to apply your knowledge to the question.	Apply, explain, summarise.
AO3	Evaluation questions test your ability to judge how far you agree or disagree with something and give reasons for your answer.	Analyse and evaluate, contrast, assess, compare.

Your teacher will provide you with revision notes and practice exam questions.

- **You should complete answers to practice questions as part of your revision.**
- **There is a lot of content to remember so start revising early.**
- **Good luck 😊**

French

The June examinations will review all work covered since the start of Year 9. There will be common verbs, grammar, etc. that have been covered in years 7 and 8 that students will need to use and recognise.

- **Speaking exam (in class):** Students will complete a reading-aloud task followed by three additional questions. A detailed speaking exam guide, including specific preparation resources, has been shared with students.
- **Listening exam (in class):** pupils will tick boxes and write letters and short sentences according to the French they hear.
- **Reading & Writing exam (1 hour):** for the reading section of the paper, pupils will tick boxes and write short answers after reading longer texts. For the writing part of the exam students will be asked to write a 130-140 words composition based around 5 bullet points on the whole year. Students will need to answer all bullet points to achieve full marks. (Using a variety of tenses, time phrases, opinions, justifications, intensifiers and connectives will be required).

Topic	Page nos.	Key Ideas
Module 1: Mon monde á	8 – 18	Talking about likes and dislikes, extra-curricular activities, describing friends, talk about a past birthday Using perfect tense, reflexive verbs, present tense and near future
Module 2 – Projets avenir	32-42	Talking about earning money, what you want to do later and what you will do Using future tense and use of “quand” + future tense, use of modal verbs
Module 3: Ma vie en musique	56 – 66	Discussing music preferences, what you used to be like and what your school used to be like Using direct object pronouns, the imperfect tense. Compare the past and now using comparatives
Module 4: Le meilleur des mondes	80 – 90	Describing food and food habits. Talking about animals, use of plastic and the environment. Describe how you would like to change the world. Using the negatives, the superlative and the conditional tense.
Grammar	End of each module	Grammar from years 7, 8 and 9.
Vocabulary	End of each module	Vocabulary from year 9.

We recommend that students use www.quizlet.com , www.seneca.com and www.languagesonline.org.uk to practise vocabulary in the lead-up to the examinations. Students should also construct practice responses for speaking and writing using the vocabulary pages. Students should consult the grade descriptors from their progress grids in their books to check how they can attain the top grades.

Spanish

The June examinations will review all work covered since the start of Year 9. There will be common verbs, grammar, etc. that have been covered in years 7 and 8 that students will need to use and recognise.

- **Speaking exam (*in class*):** Students will complete a reading-aloud task followed by three additional questions. A detailed speaking exam guide, including specific preparation resources, has been shared with students.
- **Listening exam (*in class*):** pupils will tick boxes and write letters and short sentences according to the French they hear.
- **Reading & Writing exam (1 hour):** for the reading section of the paper, pupils will tick boxes and write short answers after reading longer texts. For the writing part of the exam students will be asked to write a 130-140 words composition based around 5 bullet points on the whole year. Students will need to answer all bullet points to achieve full marks. (Using a variety of tenses, time phrases, opinions, justifications, intensifiers and connectives will be required).

Topic	Page nos.	Key Ideas
Module 1: Somos así	8 – 20	Discussing things you like, describing your week. Talking about films, your birthday and the life of a celebrity Using present tense of regular and irregular verbs. Use of future tense and the preterite.
Module 2: ¡ Oriéntate!	32 – 44	Describing what you have to do at work, what job you would like to do. Talk about your future and your daily job. Using <i>tener que</i> , the conditional tense, the future tense
Module 3: En forma	56 – 68	Talking about diet, active lifestyle, your daily routine, getting fit and ailments Using direct object pronouns, stem-changing verbs, reflexive verbs. Use of <i>se debe/no se debe</i> and <i>me duele/me duelen</i>
Module 4: Jóvenes en acción	80 – 92	Describing children’s rights, fair trade, recycling, your town in the past and fundraising. Using the verb <i>poder</i> , expression your point of view, the conditional with <i>se debería</i> and the imperfect tense
Grammar	At the end of each module	Grammar from years 7, 8 and 9.
Vocabulary	At the end of each module	Vocabulary from year 9.

We recommend that students use www.quizlet.com , www.seneca.com and www.languagesonline.org.uk to practise vocabulary in the lead-up to the examinations. Students should also construct practice responses for speaking and writing using the vocabulary pages.

Students should consult the grade descriptors from their progress grids in their books to check how they can attain the top grades.

Drama

Exam Format: Response to Live Theatre

The exam will be a practical **1 hour** assessment in-class assessment where students will respond to a live theatre performance that they will have watch in previous lessons.

Student Skills/Requirements:

Students should show they can:

- interpret and translate initial ideas and responses to the live theatre performance;
- discuss their understanding of issues, character, location and action;

Understand use of dramatic techniques (e.g. still images, physical theatre, soundscape, stylised movement, cross – cutting, split – stage, multi – rolling, montage etc...) to develop roles and scenes;

discuss design elements and impact on the audience using appropriate subject terminology.

Revision/Preparation:

All the preparation and revision will take place in classes leading up to the assessment along with the revisiting of most subject specific language.

Music

Exam format: In Class

Duration: 1 Hour

Exam Format:

The exam will be an in-class assessment where students will perform on their instrument (band/keyboards) based on music covered this academic year.

Revision/Preparation: Students prepare for the exam by practising during the lesson(s) and/or at home.

Assessment Criteria:

Playing test covering tone, posture, rhythm, intonation and musicality through music covered this term.

Art

Exam: In class.

Duration: 1 hour.

Task: A drawing using skills we have practised in Art this year

Subject: Cayman Icons

Revision/Preparation: Students prepare for the exam by practising during the lesson(s) in the week(s) leading up to the exam.

Assessment criteria:

1. Evidence of sustained and careful observation
2. Evidence of skilled and sensitive use of line, tone, and texture.
3. Evidence of spatial understanding in the use of shape, proportion and scale.