2026-7 Year 9 Information & Support for Students & Parents/Carers

Mid-Year Assessment

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This guide includes:

1. How to prepare an effective environment for studying or revising
2. How to manage your time effectively
3. Learning and memory tools – tips for revision
4. Exam day checklist
5. What to do during the exams
6. Support and Guidance for KS3 Examined Subjects

1. How to prepare an effective environment for studying or revising

It is important to find a place where you can concentrate and study properly. You need to have the resources you need available e.g. textbooks, revision guides, school exercise books and access to the internet for online resources. However, you should also try to avoid having too many distractions.
It is advisable to work in a quiet room with an open window for plenty of fresh air. Make sure you have a bottle of water as it is hard to concentrate if you are dehydrated.

2. How to manage your time effectively When should I start revising?
Revision can be done at any time throughout the year. Whenever you learn something new at school, or especially if you find something difficult, it is good to read through your notes again; then to test yourself to see whether you remember the information.

Most pupils like to start preparing for their Exams a few weeks before they take place. Many subjects will do some revision in lessons prior to the exams but it is important to do your own revision as well.

Do I need a revision schedule?
It is important that you know when your exams are taking place. The exam timetable will be on the school website. Your tutors and subject teachers will also tell you when your exams are taking place. It is a good idea to plan a revision schedule to ensure you are ready for each exam. You are likely to be better prepared if you plan ahead and don't leave your revision until the last minute. Some pupils will put a copy of their revision schedule on their bedroom wall. Whilst it is important to do plenty of revision you cannot revise the whole time so don't forget to schedule in breaks or fun activities as well! Once you have made a revision schedule try to keep to it as best you can.

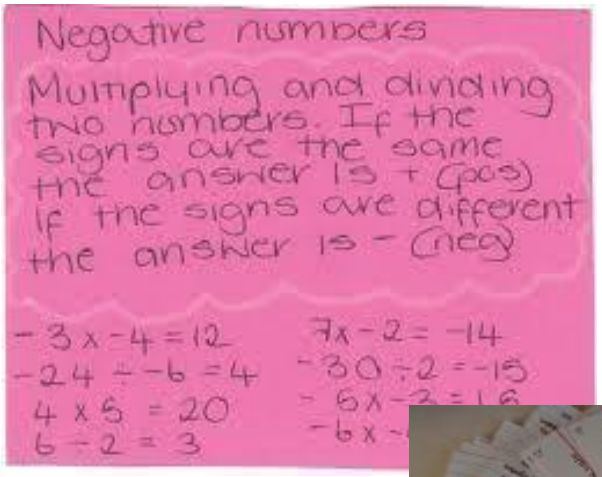
How much time should I spend revising?
You will probably want to spend more time on subjects you find more difficult. 20 minutes per session is recommended, then having a break and moving on to another topic or subject in the build-up to exams, though the amount will vary from subject to subject. Follow your teachers' advice.

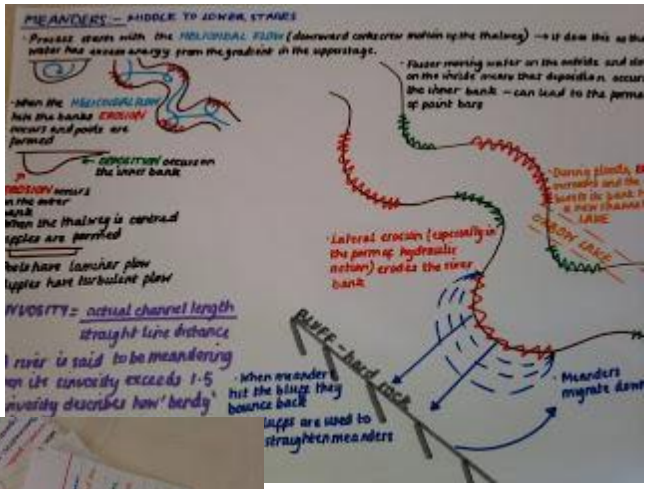
3. Learning and memory skills – tips for revision What should I revise?

Follow your subject teachers' advice on what to revise. Use the revision information for your year group from the support and guidance section for subjects. You can also use the notes in your exercise books, revision guides and revision websites to help. If you are not sure ask your teachers!

Write revision notes/cards

This means writing your class notes or subject information in a shorter form. This can be done on paper, on revision cards or post it notes. It can be useful to write down key words, phrases, definitions or rules you need to learn. For example:







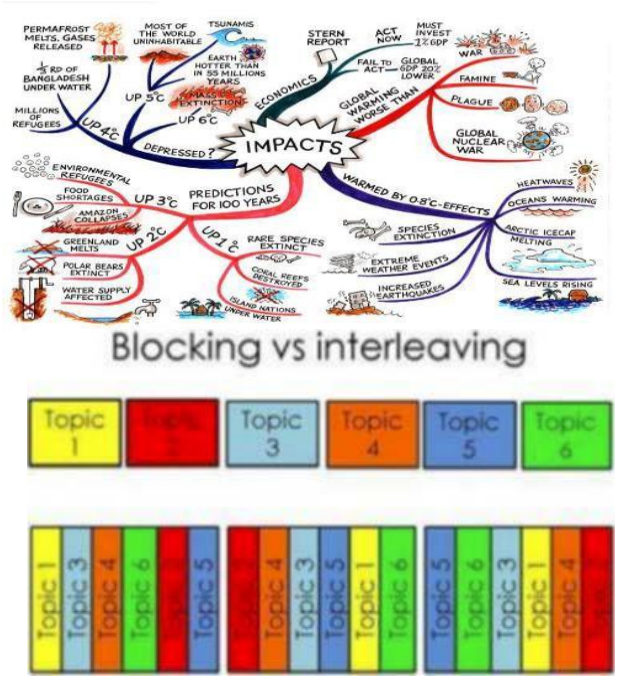
Use memory techniques

A variety of memory techniques can be used such as

- Making up rhymes/songs

Draw mind maps

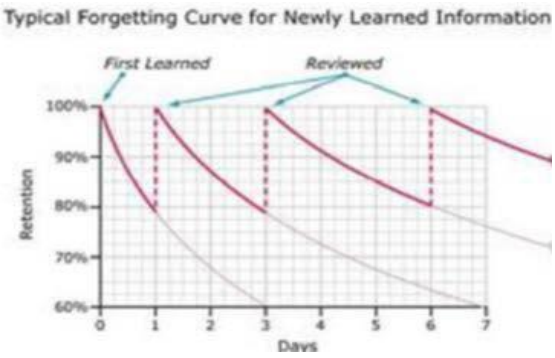
Mind maps (sometimes called flow diagrams or spider diagrams) are a great way to summarise things you have read, your ideas or what you have learnt. They can also be used to test what you can remember and can be applied to any subject. Examples are below:



Organising Revision

What does research say? Blocking your revision - focusing on one topic for a long time then moving on to a new topic - is not the best way to revise.

What does research say? Ebbinghaus's famous forgetting curve shows that the brain naturally "forgets" information. If we revisit previously covered topics after some time has elapsed, we have a greater chance of remembering more of the information.



Interleaving your topics is far more effective! The research suggests that when you plan your revision timetable, mix your topics and your subjects up (Interleaving). It may *seem* sensible to concentrate on a single topic in History for 3 straight nights, but you will actually remember more if you interleave with different subjects and topics. Remember to revisit (Spacing) what you are revising regularly.

Reading around the topic
Reinforce your knowledge by reading different textbooks and revision guides or using other websites with the same content as the topics you are learning/revising. Your teachers may suggest good resources to use.

Get tested
Write down all you can remember about the topics you have been revising. Do this several times on different days just to make sure you can still recall the information. You can also ask your parents or older siblings to test you.
Alternatively, you could explain what you have learnt to a friend.

Do practice questions

Some subjects will provide revision sheets with practice questions. Revision guides and revision websites often include practice questions too. You can also make up your own practice questions to answer or ask a parent/carer to do this for you.

4. Exam day (or night before) check list

- Get a good night's sleep
- Pack your bag with the correct equipment
- Check the time of your exam so there are no last minute surprises
- Eat a healthy breakfast
- Have plenty to drink (water is best)
- Leave home in plenty of time so you are not rushed and are as calm as possible
- Read through any revision notes, revision cards and mind maps you have made the night before the exam or in the morning

5. What to do during an exam

- Try to relax and not to worry
- Read the instructions on the front of the exam paper
- Read the questions carefully
- Highlight any key words/command words to help you understand the question
- Complete all the questions you are asked to
- Keep an eye on the clock – don't spend all your time on one question and then run out of time to answer others
- If you get stuck, move on to the next question and come back to it later
- Leave time at the end to check through your answers carefully
- If you are really unsure what the question is asking you then have a guess.

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Mathematics

Contact: jellis@montsaye.org

Students will be sitting one paper – 45 minutes - for their mid term assessment. The assessment will be in the week beginning 25th January. This will assess the knowledge students have obtained since September and general mathematical skills.

Topics to be covered in the assessment:

Unit	Topic	Sparx topics
9.01	Decimal manipulation	U417, U478, U127, U293, U453, U868, U976
9.02	Estimation and limits of accuracy	U480, U298, U731, U965, U225, U657, U108, U301
9.03	Related calculations	U735
9.04	HCF and LCM of large numbers	U211, U751, U529, U236, U739, U250
9.05	Fraction calculations	U736, U692, U793, U475, U224, U544, U538, U881, U916, U874
9.06	Algebraic manipulation	U613, U662
9.07	Index Laws	U235, U694, U851
9.08	Standard Form	M719, M678
9.09	Expanding and Factorising	U179, U365, U768, U178, U963

Content from Year 8 and Year 7 may also appear in the assessment.

Below are some resources to help students revise and prepare for their exam: Below are some resources to help students revise and prepare for their exam:

Websites:

- Sparx Maths – independent learning
- Corbett Maths – videos and practice questions
- Maths Genie – videos and practice questions

Class Exercise books:

- Examples for each topic in black pen
- Independent practice
- Formative 'blue sheet' tasks

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English

Contact: fal-hamali@montsaye.org

The English Mid-Year assessment comprises one Reading (45 minutes) and one Writing paper (45 minutes). These papers will assess the knowledge and skills students have developed since September.

Skill	What students need to know and be able to do
Comprehension	• Identify both explicit (obvious) and implicit (hidden) information. • Understand how writers develop characters, themes and ideas. • Recognise different narrative viewpoints and structural features. • Identify a writer's tone, viewpoint and message. • Understand the difference between Standard and non-Standard English.
Inference	• Make detailed inferences using evidence from the text. • Explain the connotations of words and phrases. • Explore how tone and perspective influence meaning. • Analyse how writers' views and attitudes are conveyed. • Identify bias and explain how writers influence their audience.
Academic Writing (Reading Analysis)	• Analyse language techniques such as metaphor, symbolism and motif. • Compare how writers present characters, themes and ideas. • Explain how context influences the meaning of a text. • Use subject terminology and embedded quotations accurately. • Explain a writer's purpose, message and methods clearly.
Writing Narrative Fiction	• Create convincing characters using explicit and implicit characterisation. • Use dialogue effectively to reveal character and develop plot. • Use symbolism, motifs and extended metaphors to add deeper meaning. • Structure narratives effectively, including flashbacks and other non-linear features. • Craft engaging openings and endings for impact.
SPaG (Spelling, Punctuation and Grammar)	• Write accurately using Standard English and an appropriate register. • Use a wide range of sentence structures and vocabulary choices. • Use punctuation accurately, including commas, apostrophes, colons and semi-colons. • Structure writing clearly using effective paragraphs and linking devices. • Proofread carefully to improve spelling, grammar and accuracy.

Essential Revision Resources (Provided by school)

- Class books
- Knowledge Organisers
- Mid-Year Assessment Preparation Booklet (provided in January)

Supplementary Revision Resources (Useful for additional practice at home)

- CGP KS3 English Revision Guide Spelling, Punctuation and Grammar for KS3 - Workbook (with answers)
- BBC Bitesize KS3 English
- Mr Bruff Grammar Videos

Books:

- CGP Spelling, Punctuation and Grammar for KS3 - Workbook (with answers)
- CGP KS3 English Workbook (with answers)

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Science

Contact: lmoffett@montsaye.org

Students will be sitting three papers for their mid-year assessments starting the week beginning 18th January. The mid-year assessment will cover the following science topics which are a mixture of new topics taught in the Year 9 plus some other KS3 content taught in either Year 7 or 8

Topic: Biology	Content
Nutrition & Digestion	The digestive system F411
	Enzymes F815
	Adaptations of the digestive system F557
	Bacteria and digestion F980
	Role of food types F550 Diet and deficiency diseases F690
Plants & their Processes (Year 8 topic)	Photosynthesis F281
	Importance of photosynthesis F917
	Adaptations of leaves for photosynthesis F111
	Factors affecting photosynthesis F578

Topic: Chemistry	Content
Reactivity	Model of the atom F397 Elements and compounds F958
	Oxidation reactions F921
	Reactions of metals F965
	The reactivity series F986
	Acids and alkalis F905
	Reactions of acids and metals F749
	Reactions of acids and alkalis F385
	Reactions of acids and bases F223
	Displacement: F564
Particles, Substances and Mixtures (Year 7 topic)	States of matter: F377 Changes of state: F985
	Separating mixtures: F485 Mixtures and pure: F625

Topic: Physics	Content
Matter	Density and particle model F134
	Upthrust F624
	Motion in gases F860
	Atmospheric pressure F327
Electricity & magnetism	Series and parallel circuits F218
	Resistance F817 Ohm's Law F742
	Static charge: F705 Magnets: F610

Resources to help students revise and prepare for their exam:

- **Class exercise books.**
- Use the **Knowledge Organisers** for each topic (Montsaye website). These can be used to make revision notes on the topics covered in class
- Use **SPARX Science** (see codes above) click on 'independent learning' tab and simply enter the code for the topic you want to review and test your knowledge.
- Use BBC Bitesize to help remind you of the content and try the quizzes to test your knowledge (https://www.bbc.com/bitesize/subjects/zng4d2p).

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History

Contact: eronald@montsaye.org

Students will sit a 60-minute mid-term assessment which will cover the topics that have been studied throughout the academic year.
The assessment will consist of the following:

Topic	Content
World Views c.1000	• Why was Constantinople an important location? • Location and building of medieval Baghdad • What was significant about the House of Wisdom? • Knowledge and science in medieval Baghdad
The Norman Conquest	• Who were the challengers to the throne in 1066? • How did William I defeat the Saxon rebellions? • What was the Domesday Survey? • How significant were castles in helping the Normans control England? • How did the feudal system help William control England? • How did language change in Norman England?
Medieval religion	• How powerful was the Church? • The role of the Church in everyday life • Monks and monasteries • The role of the afterlife in controlling attitudes • The Crusades
African Kingdoms (Mali)	• How Mansa Musa became Emperor • Mansa Musa's Hajj • The wealth of Mansa Musa • Mansa Musa's legacy
Challenges to monarchs	• Henry II and Thomas Becket • King John and Magna Carta • The impact of the Black Death • The Peasants Revolt

Section A

1. 5 multiple choice knowledge-based questions
2. 5 open knowledge-based questions
3. Chronology task – placing events and years into chronological order.

Section B

1. Name two things you can infer from a source.
2. Identify the origin of a source.
3. How does the origin make a source useful for an enquiry?
4. Which statement best describes a historical interpretation?
5. Identify the argument made in the interpretation.
6. Use your own knowledge to support the argument you have identified.

Section C

1. Explain why or how an event happened and make a judgement on the most significant reason.

Below is a list of resources to help students revise and prepare for their exam:

- Class exercise books
- Knowledge organisers
- Seneca
- BBC Bitesize: https://www.bbc.com/bitesize/subjects/zk26n39
- YouTube:
  The Norman Conquest - https://www.youtube.com/watchv=1sK4JX0co8I&list=PLcvEcrsF_9zK2bOCseaghBIucwf9pcsFX

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Religious Studies

Contact elopes@montsaye.org

Students will sit a 50-minute mid-term assessment covering the following content:

Ethical Frameworks: • Natural Moral Law • Situation Ethics • Revelation as a source of morality • Humanism • Utilitarianism
Ethical decision making – case studies: • Value of human life • Abortion • Euthanasia • Saviour Siblings • Capital Punishment • Animal testing

The question paper:

- **5 x Multiple Choice Questions worth 1 mark**. Simply choose the correct answer from a, b or c.
- **3 x 'State' 1-mark questions.** You will state a simple example or a definition.
- **2 x 'Describe' 3-mark questions.** You will describe an event, a person or an action. This could be a prophet, a festival or a practice such as hajj or sawm. You need to make 3 points for 3 marks.
- **2 x 'Explain' 6-mark questions**. Similar to a describe question. You write in detail, but you give reasons why or explain how something happened/happens. For 6 marks, give 2 detailed explanations with examples. You may be asked to explain a perspective or a criticism of a perspective.
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Resources to help students revise and prepare for their exam:

1. Class Exercise books
2. Seneca. Tasks on seneca match the curriculum. Students can read about a topic then test their knowledge with short questions
3. Knowledge Organisers on Montsaye website
4. Reading booklet for year 8 on Montsaye website
5. BBC bitesize
   Five philosophical concepts you didn't know you knew - BBC Bitesize
   Does it matter how we treat animals? – KS3 Religious Studies – BBC Bitesize
   Christianity - issues of life and death - Eduqas - BBC Bitesize

How to revise:

Learn the key terms carefully, especially words which come from other languages.
Get somebody to test you on the meanings by reading the definitions.
Use online learning platforms such as seneca to test understanding.
Practice writing descriptions with 3 clear points eg: describe Situation Ethics, attitude to abortion etc.
Practice writing explanations with 2 developed points: eg: explain Joseph Fletcher's Situation Ethics (*or a criticism of*...)

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Geography

Contact: apatterson@montsaye.org

Students will sit a 35 minute assessment which will include a mixture of multiple choice questions, short answer questions which focus on describing and explaining physical processes, maps and statistical information. There will also be one long answer question which is worth 9 marks. Students will be assessed on the following topics:

Life in an emerging economy

- Describe the location of the newly emerging countries and the characteristics of them.
- Explain why rural to urban migration is a key feature of life in emerging countries.
- Assess the opportunities and challenges faced by people living in a city in an emerging country.
- Evaluate the social, environmental, economic and political impacts of a TNC(s) in an emerging country.

Climate change

- Explain evidence for climate change
- Explain the physical causes of climate change
- Explain the human reasons of climate change
- Evaluate the impacts of climate change
- Analyse how we can reduce the impact of climate change

Below is a list of resources to help students revise and prepare for their exam:

- Year 9 Knowledge Organisers
- End of Topic Assessments
- Class exercise books
- Seneca
- Bitesize

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ART

Contact: mthomas@montsaye.org

Skills Project – technique development

Students are assessed holistically before each assessment point, as this provides the most accurate picture of their overall progress and achievement. This approach recognises that students have different strengths across the curriculum; for example, some may excel in practical skills such as drawing, while others demonstrate stronger analytical or written responses when exploring artists and their work.

Students will develop their artistic knowledge and practical skills through a broad range of media, techniques and artist studies. They will explore drawing, painting, printing, photography and mixed media, developing confidence in the formal elements, composition, colour, presentation and analysis. Through the work of artists including Andrea Joseph, Angie Lewin & Delita Martin and a range of historical and contemporary practitioners, students will refine their creative processes, research skills and technical ability while producing both observational and imaginative outcomes across a variety of disciplines.

If a student would like support to develop their skills and techniques, they are welcome to attend after school sessions with their teacher.

Students can develop these skills at home through regular drawing and creative practice.

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DT

Contact: anturner@montsaye.org

Design and Technology

Students sit a 25 minute End of Topic assessment at the end of each material rotation (Food Preparation and Nutrition, Textiles , Systems with Processes and Product Design) which will include a mixture of multiple-choice questions, short and long answer questions. These questions will focus on the skills and techniques they have covered throughout the topic. These four End of Topic assessments are then added together to give them an End Of Year score (25% each)/

Your child will already have completed two end of topic assessments. Below are the content covered in each material area:

Food Preparation & Nutrition:

- Health and Safety in the food room
- Allergies and Intolerances
- Healthy fast food
- How to successfully cost food

Textiles:

- Health and Safety
- Wearable technology
- Coding and programming interactive wear
- Structure and Form

Multi Materials:

- Health and Safety
- The work of past and present designers
- Design Strategies
- Specification
- Timbers – Hardwoods and Softwoods
- Polymers – Thermo and Thermosetting
- Tools and equipment used in the workshop, textiles room and the food room

Systems and Processes:

- Health and Safety
- Material manipulation techniques
- Movement
- Mechanisms
- Computer Aided Design/Manufacture

Below is a list of resources to help students revise and prepare for their exam:

Year 9 Project Portfolio
Year 9 Knowledge organisers
Seneca
BBC Bitesize

Textiles:

- Health and Safety in the textiles room
- Fabrics and Fibres
- Different embroidery techniques

Resistant Materials:

- Health and Safety in the workshop
- The work of past and present designers
- Design Strategies
- The function of the design brief and specification
- Timbers – Hardwoods and Softwoods
- Tools and equipment used in the workshop, textiles room and the food room

Below is a list of resources to help students revise and prepare for their exam:

Year 9 Project Portfolio
Year 9 Knowledge organisers
Seneca
BBC Bitesize

Drama

Contact: tchilds@montsaye.org

Students will be assessed on their rehearsal process and performance skills as an individual within a group performance based upon a contemporary practitioner studied within the scheme of work.

Additionally, they will be given a short quiz testing them on the knowledge gained from this year's curriculum.

Topics to be covered during this scheme of work in preparation for the exam:

- An introduction to physical and visual theatre companies
- The basic concepts of Kneehigh Theatre Company
- the basic concepts of Theatre De Complicite
- the basic concepts of Melly Still
- the basic concepts of Fork-beard Fantasy Theatre Company.

Knowledge Quiz will contain questions relating to all of the modules studied this year:

- Introduction to Drama
- Pantomime
- Haunted and Hunted
- Exploring Shakespeare
- Contemporary Practitioners

Below is a list of resources to help students revise and prepare for their exam:

- Pupils will be given ample rehearsal time in order to create a performance that will enable them to achieve. The following is guidance that will help them to achieve this:
- Ensure that you feature sufficiently in both the rehearsal process (by contributing ideas and being an active participant) as well as in the performance (you can only be marked on what you show, therefore you will need stage time to show this).
- Make sure to commit to the performance and showcase your physical and vocal skills
- Ensure that your performance contains the features you have learnt about your chosen practitioner.
- Your exercise books and work booklets
- Knowledge map uploaded to Satchel:One

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PE

Contact: twing@montsaye.org

Students at Montsaye take part in two PE lessons per week. To ensure a broad PE curriculum, students rotate around different sporting activities every 4 weeks (8 lessons). Throughout a unit of work PE staff are assessing students on their ability to; learn and perform a wide range of core and advanced skills within a sport, demonstrate and apply learning of theory and tactics, in addition to their ability to learn about and apply the PE character virtue of the term.

Grades which are reported to parents twice a year, are calculated by taking; the average of the three best activity specific scores they have accumulated up until that point of the year and adding their character virtue score.

All students in Year 9 will participate in the same activities over the year. Below is an example of one rotation of activities, the order the activities are participated in will vary based on a number of different factors.

Year 9 PE

Dance, Fitness, Handball, Rugby, Basketball, Netball, Football, Athletics, Cricket, Badminton

Virtues

Self-regulation	Teamwork	Leadership	Decision making	Problem solving	Evaluating performance.
Focussed, resilient, competitive and demonstrates good sportsmanship. Is **always** competitive and able to win/lose graciously. **Improves performance based on feedback from others.**	Always demonstrates mutual respect and works collaboratively to achieve group success. Uses different communication methods in sporting environments and can explain the impact of poor communication on performance. Is able to motivate team members to achieve a common goal.	Effectively deliver a 3 part warm up to a small group. Effectively and confidently communicate and **support** almost any student to make improvements. **Identify strengths and weaknesses in others leadership**	Identifies a complex situation/skill and identify a **number** of solutions/improvements. Generates **multiple** strategies and tactics to outwit an opponent. Creates their own unique and interesting sequence of accurate movements in time to music or other performers.	**Makes successful concise decisions.** **Can plan to use movements and actions which create a flowing, interesting and creative performance.** **Can effectively select tactics to use in competitive situations.**	Accurately gives WWW and EBI feedback on core and most advanced skills independently. Explain the correct technical model for core and most advanced skills. Provides excellent specific feedback using peer assessment resources.

Basketball	Football	Netball	Rugby
- AS: Dribbling - a+c (both hands, head up, tactical awareness) - Layup – a+c - AS: Lay up (weak handed) - AS: Fake and drive - CS: shooting, dribbling and passing - Half court press a+c - Intercepting a+c - Application skills in isolation and competitive pressure	- Ball control- both feet a+c - Passing (short)- both feet increasing distance. a+c - Shooting- long range - Dribbling- close control both feet a+c - Defensive heading* - Tackling- standing block tackle - Marking- player without the ball - Decision making on which pass to make	- Moving into space - Catching the ball on the move - Passing a+c (mid to long) - Defending the player (a+c) - Defending the ball at the pass and the shot - Holding space to receive the ball - Positional responsibilities	- Ball handling and carrying skills- a+c - Passing technique and selection- spin pass, both hands - Receiving the ball- ground pick up - Beating opponents- side- step - Try scoring- one and 2 hands - Tackling- application of front and side tackle in games - Rucking- going to ground and placing the ball behind - Maul- staying on feet, body positioning
Badminton	**Handball**	**Dance**	**Fitness**
- CS: isolation and competitive - Overhead clear, short and long serves a+c. - Clear application of tactical intent. - Drive a+c - AS - Back hand net shot a+c - Drop shot a+c - AS: back handed drive In isolation: - AS - Back hand underarm clear - AS - Backhand overhead clear	CS: catching the ball with two hands: - At various heights, stationary, on the move, from a bounce, whilst jumping. - Shot whilst in place - Shot in movement. - Passing whilst stationary and on the move - Feint using the body - AS: jump pass - Man to man marking. - Zonal marking	- Group choreography - Choreographic Process - Using knowledge of Technical, - Expressive skills to show your chosen choreographic intention.	- 5 part warm up (A+C) - names of muscles (A+C) – agonist and antagonist - short term effects of exercise (a+c) linked to practical examples - long term effects of exercise (a+c) linked to performance/practical examples in sport -training methods circuit, continuous, fartlek, interval, weight (difference between strength and endurance)

Cricket	Athletics
Batting: - Correct grip and stance a+c - Front foot drive and pull shot a+c - Forward defensive + effective running a+c - Sweep shot Fielding: - Catching speeds/height/angle a+c - Pick up and throw to Wicket keeper and whilst on the move a+c to attempt a direct run out. Bowling: - Perform the correct over arm technique in practise a+c and in a competitive situation	100 + 200m: a+c starting position. Phases (start, acceleration, maintaining speed finishing) a+c. Timing and recording accurately a+c AS: Foot strike, Cadence, bend running (where appropriate), pacing. 800m and 1500m: resilience a+c, pacing a+c. AS: Foot strike, Cadence, bend running, tactical pacing. Long Jump, triple jump and high jump: rules a+c, accurate measurement a+c, safety a+c, Approach, take off, flight, landing. AS: appropriate speed at take-off, appropriate elevation, LJ – movement of the body beyond point of contact. Javelin, Discuss, shot putt: grip a+c, initial stance a+c, basic throwing action a+c, release phase a+c, recovery phase a+c. Accurate measurement and safety. AS: cross step, glide, rotational throw. Appropriate release angle. Relay: hand over, team work, communication, team tactics a+c, sprint distances.

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Computer Science

Contact: slea@montsaye.org

- You will complete an assessment in lesson at the end of each project.
- The assessments are completed online, and you will be given feedback on where you did well and where you made mistakes. You get three attempts to complete the assessment, and will be awarded your highest mark.
- Over the year, your highest marks for each assessment are combined together to give you a total for the year. This total is used for your mid-year assessment and end of year assessment.
- The best way you can revise for your assessments is using montsaye.itslearning365.com. Go back through each of the missions for the project, completing the engagement activities, coding challenges and missing quizzes again.

Term	Project Assessment	Out Of
Term 1	Python Programming	40
Term 2	Understanding Algorithms	40
Term 3	Your Online Reputation	20
Term 4	IT's Logical 2	40
Term 4	Real World Logic	70
Term 5	Binary Math	40
Term 6	Practical Programming	N/A

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French

Contact: msevern@montsaye.org

Students will be tested on the skills of Listening, Reading and Writing over 2 lessons. The first lesson will cover the Listening and Reading skills; the second lesson will cover the Writing skill. Each assessment should last no longer than 40 minutes, but an entire lesson (60 minutes) will be allocated to cater for students who are entitled to extra time. All skills will cover the topics and grammar listed below. Students will prepare for the Writing over the course of a few weeks, as part of their home learning. In the Writing assessment, students will have to translate 3 sentences into the Target Language and write between 40 – 90 words on one of the topics listed below.

FRENCH

Vocabulary and structures that will be covered are:

- Family members
- Reflexive verbs (je m'entends, je me dispute?
- Usual activities and activities with family
- Ideal partner and describing friends
- Imperfect tense (quand j'étais petit(E))
- Past, present, and future tenses
- Festivals and traditions in French countries
- Food
- Food in French speaking countries

Skills

- Listening, Reading, Writing, Translation, Phonics,

Resources to help students revise and prepare

- Knowledge organisers
- Vocab Homework
- KS3 French on Seneca
- BBC Bitesize
- Exercise books

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Music

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KS3 Music is delivered as part of a Performing Arts rotation alongside Drama. Students study Music for three half-term projects across the academic year, enabling them to develop a broad range of musical knowledge, understanding, and skills. Within each project, students complete a common assessment task that focuses on at least one of the three pillars of music education:

- **Performing** – developing practical instrumental, vocal, and ensemble skills.
- **Creating** – composing, improvising, arranging, and exploring musical ideas.
- **Critical Engagement** – listening, analysing, evaluating, and understanding music from a range of styles, genres, and traditions.

Through these projects, students build confidence as performers, develop creativity as musicians, and strengthen their understanding of how music is created, interpreted, and experienced.

Term 1/2 What Makes a Good Song: Explore the question "What Makes a Good Song?" Through listening, performing, and practical music-making activities, students will develop their understanding of how successful pop songs are constructed. They will learn about different musical structures (such as verse, chorus and bridge), examine how texture is used to create interest and contrast, and investigate the primary chords (I, IV and V) that form the foundation of many popular songs. Students will apply this knowledge by analysing well-known songs and creating their own musical ideas.

Common Assessment:

- Pop Song Music Quiz (25 marks)
- EDM Performance (75 marks)

Revision for quiz:

- https://www.bbc.co.uk/bitesize/articles/zrx3vk7
- https://www.bbc.co.uk/bitesize/articles/z9ffng8#z3qsb7h

Term 3/4 The Creative Musician (Black American Music): Explore the history and development of Blues music, tracing its roots from African slave songs through the emergence of Country Blues in America to the Blues styles we recognise today. Students will learn about the key musical features of Blues music, including the Blues scale, walking bass lines and the 12-bar Blues chord progression. They will develop their listening, performance, and musical understanding skills by learning how these features are used and performing them in practical music lessons.

Common Assessment:

- Blues Music Listening Assessment (25 marks)
- Blues Composition (75 marks)

Revision for quiz:

- https://www.youtube.com/watch?v=sIur_m6hlVE

Term 5/6 Music for Film: Explore how music is used in films, television and animation to create mood, atmosphere and character. Through listening, performing and composing activities, students will develop their understanding of key film music techniques, including leitmotifs, soundscapes and musical clichés. Students will analyse music from a wide range of films and composers, while building their musical knowledge through practical tasks that develop their constructive, technical and expressive skills.

Common Assessment:

- Film Music Listening and Appraising (20 marks)
- Sound Scape Composition (40 marks)
- Ensemble Performance (40 marks)

Revision for quiz:

- https://www.bbc.co.uk/bitesize/articles/z7bphbk