

Year 9 Revision Guide 2017

Below are the details of subjects and topics which students should be revising for their end of year exams. In addition to this, support materials are listed which should be consulted to help prepare for the exam.

Arabic

Native:

الصفحة	عنوان الدرس
350 إلى 339	الممنوع من الصّرف
361 إلى 351	العدد تذكيره وتأنيثه
303 إلى 299	ذكرى جَدّتي
216 إلى 214	رسالة سامية

Non-Native

Foundation Level

End-of- year exam covers the following topics:

1	1- Clothes	1- المَلابِس
2	2- My Journey	2- رِحَلّتي
3	3- In the Travelling Agency	3- في مَكْتَبِ الحِجْز
4	4- In the Plane	4- في الطَّائِرَة

Advanced Level:

1	Clothes	1- المَلابِس
2	My Journey	2- رِحَلّتي
3	In the Travelling Agency	3- في مَكْتَبِ الحِجْز
4	In the Airport Lounge	4- في صالَة السَّفَر
5	At the Passport Checkpoint	5- عند نِقْطَة الجوازات
6	In the Plane	6- في الطَّائِرَة

The students are advised to revise from their copybooks.

Islamic Studies

Native:

الدروس الآتية من الكتاب المدرسي الجزء الثاني :

1. تبشیرٌ وتحذیرٌ ص (34-43).
2. المنهج النبوی فی تربية الجیل ص(52-61).
3. سورة الواقعة 57-74 ص(64-73).
4. لا ضرر ولا ضرار ص (80-89).
5. السنن الاجتماعية فی القرآن الکریم ص (90-99).
6. الحكم الشرعی (110-122).

Non - Native:

Chapters included:

1. Unit D :Charity bless wealth.
2. Chapters{1,2,3,4,5}.
3. Unit E : Muslim life style.
4. Chaptetr{1}.

Design Technology

All students in Year 9 will have a one hour Design Technology examination during lesson time.

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (
Graphic Products <ul style="list-style-type: none">• Understand and explain the difference between using a pixel based software compared to a vector based software• Understand the types of mechanisms you used whilst making your pop-up book<ol style="list-style-type: none">1. V fold2. Cut fold• Be able to explain the advantages and disadvantages of using 3D modelling software.• Understand and explain the difference between the three graphic Artists and be ready to deisgn a character in their style	Revision notes.

<ul style="list-style-type: none"> • Understand the importance of brands and how logos help improve <u>brand awareness</u>. 	
<p>Food and Nutrition</p> <ul style="list-style-type: none"> • Learn about pastry making - make sure you learn the method for making shortcrust pastry and the function of ingredients in pastry. • Understand key terms such as 'rubbing in' 'glaze' . • Learn about special diets and how to adapt products to meet various consumer needs. • Be able to describe the difference between 'organic' and 'Fairtrade'. 	Revision notes
<p>Textiles</p> <ul style="list-style-type: none"> • Tools and equipment • Decorative techniques • Safety rules • Social and moral issues 	Revision notes
<p>Resistant Materials</p> <ul style="list-style-type: none"> • Properties of Materials – Manufacturing Board, Plastics and Aluminium, • Thermosetting and thermoplastic Materials • Area of a circle • Using Machinery safely such as the Pillar drill, Scroll saw and Hot wire press. • Joining materials together – Threading and Tapping 	Revision notes
<p>Product Design</p> <ul style="list-style-type: none"> • Packaging construction and nets • Legal Information on packaging • Logos and slogans • Nutrients and flow charts 	Revision notes

English

Units of work or topics covered that need to be revised include our preparation for IGCSE writing	Ideas to help you in your revision
Writing to Argue	<ul style="list-style-type: none"> • Revise structuring a written argument where you either argue for or against a statement • Make sure you also revise how to challenge a counter argument • All persuasive techniques • Evidence and examples http://www.bbc.co.uk/education/guides/zgck7ty/revision
Writing to Persuade	<ul style="list-style-type: none"> • Revise writing to persuade someone to change the way they think, feel, or/and act. • Remember to revise the difference between argue, persuade advise • Letter writing and article writing http://www.bbc.co.uk/bitesize/ks3/english/writing/argue_persuade_advise/revision/1/
Writing to Advise	<ul style="list-style-type: none"> • Revise writing to advise and offer useful suggests to help and assist someone http://www.bbc.co.uk/education/guides/z3g4jxs/revision
Audience	<ul style="list-style-type: none"> • Revise how to adapt language depending on audience, purpose and style http://www.bbc.co.uk/schools/gcsebitesize/english/writing/genreaudiencerev1.shtml
Punctuation and varied sentences	<ul style="list-style-type: none"> • You should be aware of how to use a range of punctuation and sentence structures accurately and for effect http://www.bbc.co.uk/bitesize/ks3/english/writing/inform_explain_describe/revision/1
Literary devices	<ul style="list-style-type: none"> • Write lists of your own metaphors and similes • Include alliteration, personification, onomatopoeia • Sibilance and assonance (extension) http://www.bbc.co.uk/bitesize/higher/english/critical_essay/techniques/revision/6/
Vocabulary choices	<ul style="list-style-type: none"> • Keep a vocabulary book at home with any new vocabulary you come across. You might also like to include synonyms too and make sure you learn those spellings.
Planning strategies	<ul style="list-style-type: none"> • Make sure you complete timed pieces of writing at home. You may write detailed plans for different

	<p>arguments for example. Have a go using some of the online topics and questions.</p> <ul style="list-style-type: none"> • http://www.bbc.co.uk/bitesize/ks3/english/writing/argue_persuade_advise/activity/
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Geography

Students should revise from their copy book, as well as viewing the lessons and key skill checklists on our department website (albateengeography.weebly.com).

Year 9 students should be able to;

- ✓ describe the location of a place, using scale, direction, co-ordinates and other geographical feature.
- ✓ describe the pattern in a graph by commenting on the pattern, using data and identifying an anomaly.
- ✓ describe a map, by commenting on the pattern, using data and/or place names, also identifying an anomaly.
- ✓ use direction, scale, grid references and co-ordinates.
- ✓ explain the cause and consequences of processes, using connectives like because and therefore to develop my answer; supporting my answer with evidence (data/specific names).
- ✓ evaluate decisions; explaining the advantages (strengths) and disadvantages (weaknesses); supporting my answer with evidence (data/specific names).

Students should also revise the following topics to support their describe, explain and evaluate answers.

Year 9
Hurricanes (Destructive World)
Soil Erosion (Changing World)
Sustainability (Changing World)
Development Indicators (Social World)
Energy (Resourceful World - not studied yet)

History

Students will be revising the formation of the League of Nations and reasons for its successes and failures. Following this students will revise the formation of the United Nations and consider how the UN functions.

List of content to be covered

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
1. Why was the League of Nations formed?	Websites Aims of the League of Nations http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/aimsrev1.shtml http://www.historylearningsite.co.uk/leagueofnations.htm
2. How successful was the League of Nations?	Nearpod: Students should log in to www.nearpod.com and then enter the PIN code given by their class teacher.
3. Why was the United Nations formed?	
4. Examples of the United Nations in action.	
5. How does the United Nations work?	

Languages

	French + Spanish
Y9 Term 3 topic	Jobs and Future plans
Y9 End of Year exam	Reading: assessment on topic of Jobs and Future Plans Writing: recap of all year including last topic

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
See table above	Vocabulary sheets stuck in exercise book for Modules 1 to 3 The Writing task will be prepared in class with the help of the teacher. Students will be expected to then practise at home prior to the exam. This might involve memorising their drafts, complete a storyboard etc...
	www.linguascope.com Login details in students' planner

Mathematics

The exam will consist of two written papers each 1 hour long. Paper 1 will be non-calculator and will take place during the exam schedule the other Paper will be a calculator exam which will take place in lessons the week before. There will also be a 20 minute mental arithmetic test the week before the scheduled exams.

Below is a list of all the work which could be on the exams along with basic number work which you would be expected to know at this stage of your education.

We will practice mental arithmetic during lessons prior to the exams.

You will be expected to be still working on the course up to one week before the first exam, so your own revision is important.

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
multiply and divide by any integer power of 10	Text resource depending on the set 9a, 9b, 79 which can be found on edmodo. Use the consolidation section in each of the chapters to assist the revision process. Along with www. mymaths.co.uk And Any worksheets that the department give as revision material
extend knowledge of integer powers of 10; recognise the equivalence of 0.1, 1/10 and 10^{-1} ;	
use rounding to make estimates and to give solutions to problems to an appropriate degree of accuracy	
understand the order of precedence of operations, including powers	
distinguish between conventions, definitions and derived properties	
explain how to find, calculate and use: <ul style="list-style-type: none"> • the sums of interior and exterior angles of quadrilaterals, pentagons and hexagons 	

<ul style="list-style-type: none"> • the interior and exterior angles of regular polygons 	
know the definition of a circle and the names of its parts; explain why inscribed regular polygons can be constructed by equal divisions of a circle	
solve problems using properties of angles, of parallel and intersecting lines, and of triangles and other polygons, justifying inferences and explaining reasoning with diagrams and text	
solve problems involving measurements in a variety of contexts; convert between area measures (e.g. mm ² to cm ² , cm ² to m ² , and vice versa)	
convert between volume measures (e.g. mm ³ to cm ³ , cm ³ to m ³ , and vice versa)	
generate terms of a sequence using term-to-term and position-to-term rules, on paper and using ICT	
generate sequences from practical contexts and write and justify an expression to describe the nth term of an arithmetic sequence	
interpret results involving uncertainty and prediction	
identify all the mutually exclusive outcomes of an experiment; know that the sum of probabilities of all mutually exclusive outcomes is 1 and use this when solving problems	
compare experimental and theoretical probabilities in a range of contexts; appreciate the difference between mathematical explanation and experimental evidence	
understand the equivalence of simple algebraic fractions; know that a recurring decimal is an exact fraction	
use efficient methods to add, subtract, multiply and divide fractions, interpreting division as a multiplicative inverse; cancel common factors before multiplying or dividing	
recognise when fractions or percentages are needed to compare proportions; solve problems involving percentage changes	

distinguish the different roles played by letter symbols in equations, identities, formulae and functions	
use formulae from mathematics and other subjects; substitute numbers into expressions and formulae; derive a formula and, in simple cases, change its subject	
simplify or transform algebraic expressions by taking out single-term common factors; add simple algebraic fractions	
know and use the formulae for the circumference and area of a circle	
calculate the surface area and volume of right prisms	
solve problems using properties of angles, of parallel and intersecting lines, and of triangles and other polygons, justifying inferences and explaining reasoning with diagrams and text	
use efficient written methods to add and subtract integers and decimals of any size;	
multiply by decimals; divide by decimals by transforming to division by an integer	
understand the effects of multiplying and dividing by numbers between 0 and 1;	
consolidate use of the rules of arithmetic and inverse operations	
construct and solve linear equations with integer coefficients (with and without brackets, negative signs anywhere in the equation, positive or negative solution)	
calculate statistics and select those most appropriate to the problem or which address the questions posed	
suggest a problem to explore using statistical methods, frame questions and raise conjectures	
discuss how different sets of data relate to the problem; identify possible primary or secondary sources; determine the sample size and most appropriate degree of accuracy	
design a survey or experiment to capture the necessary data from one or more sources; design, trial and if necessary refine data collection sheets; construct tables for gathering large discrete and continuous	

sets of raw data, choosing suitable class intervals; design and use two-way tables	
calculate statistics and select those most appropriate to the problem or which address the questions posed	
interpret graphs and diagrams and make inferences to support or cast doubt on initial conjectures; have a basic understanding of correlation	
compare two or more distributions and make inferences, using the shape of the distributions and appropriate statistics	
review interpretations and results of a statistical enquiry on the basis of discussions; communicate these interpretations and results using selected tables, graphs and diagrams	
use the prime factor decomposition of a number	
use index notation for integer powers and simple instances of the index laws	
use index notation for integer powers; know and use the index laws for multiplication and division of positive integer powers	
recognise when fractions or percentages are needed to compare proportions;	
solve problems involving percentage changes	
use proportional reasoning to solve problems, choosing the correct numbers to take as 100%, or as a whole;	
compare two ratios;	
interpret and use ratio in a range of contexts	
enlarge 2-D shapes, given a centre of enlargement and a positive integer scale factor, on paper identify the scale factor of an enlargement as the ratio of the lengths of any two corresponding line segments;	
enlarge 2-D shapes, given a centre of enlargement and a positive integer scale factor	
recognise that enlargements preserve angle but not length, and understand the implications of enlargement for perimeter	

use and interpret maps and scale drawings in the context of mathematics and other subjects	
understand congruence and explore similarity	
identify reflection symmetry in 3-D shapes	
recognise that translations, rotations and reflections preserve length and angle, and map objects on to congruent images	
use the coordinate grid to solve problems involving translations, rotations, reflections and enlargements	
use a calculator efficiently and appropriately to perform complex calculations with numbers of any size, knowing not to round during intermediate steps of a calculation; use the constant, π and sign change keys; use the function keys for powers, roots and fractions; use brackets and the memory	
use straight edge and compasses to construct triangles, given right angle, hypotenuse and side (RHS)	
find the inverse of a linear function	
generate points and plot graphs of linear functions, where y is given implicitly in terms of x (e.g. $ay + bx = 0$, $y + bx + c = 0$), on paper and ;	
generate points and plot graphs of linear functions using ICT	
find the gradient of lines given by equations of the form $y = mx + c$, given values for m and c	
interpret graphs arising from real situations, e.g. time series graphs	
construct functions arising from real-life problems and plot their corresponding graphs;	
use systematic trial and improvement methods and ICT tools to find approximate solutions to equations such as $x^2 + x = 20$	
Investigate Pythagoras' theorem, using a variety of media, through its historical and cultural roots, including 'picture' proofs (For 5a students)	

visualise and use 2-D representations of 3-D objects; analyse 3-D shapes through 2-D projections, including plans and elevations	
select, construct and modify, on paper and using ICT, suitable graphical representations to progress an enquiry and identify key features present in the data. Include: <ul style="list-style-type: none"> • line graphs for time series • scatter graphs to develop further understanding of correlation 	
interpret graphs and diagrams and make inferences to support or cast doubt on initial conjectures; have a basic understanding of correlation	
compare two or more distributions and make inferences, using the shape of the distributions and appropriate statistics	
review interpretations and results of a statistical enquiry on the basis of discussions; communicate these interpretations and results using selected tables, graphs and diagrams	

Science

All Year 9 work will be covered (12 units as in the Scientifica textbook). The worksheets and presentations are all on the edmodo website for classes to go through at home. All topics covered this year will possibly come up in the test, plus general background work from Year 7 and Year 8. All units should be finished by the time the exam season starts so students will need to keep up to date with their studies.

Units of work or topics covered that need to be revised include:	Resources that will help with this revision (Details of books, units in books, web resources etc.)
A: Inheritance and Selection	Scientifica pp.2-17 and edmodo
B: Respiration	On edmodo and in exercise books
C: Plants and Photosynthesis	Scientifica pp.36-51 and Edmodo
D: Plants for Food	Scientifica pp.52-67 and Edmodo
E: Reactions of Metals and Metal Compounds	Scientifica pp.68-83 and Edmodo
F: Patterns of Reactivity	Scientifica pp.84-99 and Edmodo
G: Environmental Chemistry	Scientifica pp.100-113 and Edmodo
H: Using Chemistry	Scientifica pp.114-127 and Edmodo
I: Energy and Electricity	Scientifica pp.128-143 and Edmodo

J: Gravity and Space	Scientifica pp.144-159 and Edmodo
K: Speeding Up	Scientifica pp.160-175 and Edmodo
L: Pressure and Moments	Scientifica pp.176-193 and edmodo
Revision of Year 7 and 8 work	Scientifica pp.216-227
Glossary of terms	Scientifica pp.230-237
	<p>Also look up: www.bbc.co.uk/bitesize http://www.educationquizzes.com/ks3/science/ http://www.ntscience.co.uk/science-mindmaps/</p> <p>Other books to purchase: CGP Key Stage Three Science: The Workbook (ISBN 978 1 84146 239 4: AED65/- at Magrudy's) CGP Key Stage Three Science: The Practice Tests (ISBN 978 1 84762 254 9: AED39?- at Magrudy's)</p>

Social Studies

Subject	الدراسات الاجتماعية
Year Group	الصف التاسع

يشمل الإختبار النهائي للصف التاسع الموضوعات المقررة داخل الجدول التالي والمحددة بأرقام الصفحات داخل الكتاب المدرسي (كتاب أم الإمارات – فاطمة بنت مبارك مبادئ وإنجازات + كتاب النشاط للطالب) ، بالإضافة إلى ذلك ستكون دراسة الطالب للإختبار النهائي من الدفتر بالإضافة إلى أوراق العمل المرفقة داخل دفتر الطالب

List of content to be covered

Units of work or topics covered that need to be revised include: (الوحدات والموضوعات المقررة للمراجعة)	Resources that will help with this revision (Details of books, units in books, web resources etc.) (المصادر التي تساعد الطالب في المراجعة)
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<p>1-الوحدة الأولى الرؤية الثانية (تطوير منظومة العمل النسائي)</p>	<p>1 – (كتاب أم الإمارات – فاطمة بنت مبارك مبادئ وإنجازات) صفحة (35- 51)</p> <p>2 – (كتاب النشاط للطالب) صفحة (44- 49)</p>
<p>2-الوحدة الثالثة الرؤية الثانية + الرؤية الثالثة (المواقف والمبادرات الإنسانية) ✚ رعاية الأيتام وذوي الإحتياجات الخاصة . ✚ رعاية كبار السن . ✚ عطاء بلا حدود .</p>	<p>1 – (كتاب أم الإمارات – فاطمة بنت مبارك مبادئ وإنجازات) صفحة (95- 131)</p> <p>2 – (كتاب النشاط للطالب) صفحة (100- 113)</p>

Geography Non-Native Social Studies

Students should use their copy books and lesson resources to revise the following topics. If any of these topics were missed due to absence, then students should see their class teacher.

Year 7 – UAE	Year 8 – Arabian Gulf Countries	Year 9 – Arab World
Physical Features e.g. mountains, rivers, climate	Physical Features e.g. mountains, rivers, climate	Physical Features e.g. mountains, rivers, climate
Plant/animal adaptations	Plant/animal adaptations	Atlas Mountains
Population distribution	Population distribution	Nile Delta
Emirates and Cities	Cities	Population distribution
Bedouins	Gulf Cooperation Council (GCC)	Cities
Pearl Diving	Tourism in Dubai	Development Indicators
		Employment Sectors
		Agriculture/Tourism