



Starbank School

Year 9 Revision Pack



Preparation for DC5 Assessments

Summer Term 2021

The revision guides included in this pack have been produced by your teachers in order for you to prepare for your summer term assessments.

Your teachers care about you and want you to do well, use this revision pack to put yourself in the best possible position to be successful and achieve assessment results that show just how good you are.

You should:

1. Complete all the revision activities in this pack
2. Do all your revision work in your knowledge organiser exercise book
3. When you have revised a subject: take a blank page, close this pack and write down everything you know about the topics you have revised. Then open the pack and check what you have got right and what you have missed out.



Year 9 DC5 Maths Revision

Year 9 DC5 Foundation Assessment Revision List.

Number

- Write numbers in figures
- Rounding
- Ordering numbers
- Ordering decimals
- Ordering fractions, decimals and percentages
- Midpoint of 2 numbers
- Multiply decimals
- Factors, multiples and primes
- Prime factor decomposition
- Convert decimals into fractions and vice versa
- Multiply and subtract fractions
- Convert decimals into percentages
- Simplify ratio
- Change an amount by a percentage
- Using a calculator
- Write an ordinary number in standard form and vice versa
- Divide numbers written in standard form
- Calculate percentage change

Statistics

- Complete a frequency tree
- Calculate the probability of an event



Algebra

- Collect like terms
- Expand and simplify expressions
- Factorise expressions
- Substitute values into expressions
- Find and use the nth term of a sequence
- Plot a straight line graph
- Solve simultaneous equations
- Write the equation of a line

Geometry

- Perimeter of shapes
- Missing angles in triangles
- Missing angles between parallel lines
- Pythagoras theorem
- SohCahToa
- Volume of cuboids



Year 9 DC5 Higher Assessment Revision List.

Number

- Squares and square roots
- Rounding
- Factors, multiples and primes
- Prime factor decomposition
- Convert decimals into fractions and vice versa
- Add and divide fractions
- Convert decimals into percentages
- Simplify ratio
- Calculate an amount given the ratio
- Change an amount by a percentage
- Using a calculator
- Write an ordinary number in standard form and vice versa
- Divide numbers written in standard form
- Calculate percentage change
- Reverse percentages
- Repeated percentage

Statistics

- Complete a probability tree diagram
- Calculate the probability of an event
- Calculate the probability of an event
- Relative frequency
- Complete a two-way table



Algebra

- Collect like terms
- Expand and simplify expressions, including quadratics
- Factorise expressions
- Substitute values into expressions
- Find and use the nth term of a sequence, including quadratic sequences
- Plot a straight line graph
- Solve simultaneous equations
- Write the equation of a perpendicular line

Geometry

- Missing angles between parallel lines
- Angles in polygons
- Pythagoras theorem
- SohCahToa
- Volume of cuboids and prisms



Year 9 DC5 History Revision

Question stems

Describe the importance of...

- In this question you will need to explain why the theme was important in history.
- You will need to provide reasons for why the theme was important to support your response.
- Include at least two examples to support your response.
- 2x Paragraphs are required (one paragraph for each example)

How useful is source A for an enquiry into...?

- Firstly, work out MNOPR (Message, Nature, Origin, Purpose and Reliability)
- Remember, you must write one paragraph about why the source IS useful and a paragraph explaining why the source IS NOT useful for an enquiry into...
- 2x paragraphs are required.

How far do you agree?

- The question is asking your opinion, you need to ensure that you have made a judgement regarding the quote throughout your response.
- You will need to discuss how far you agree with the theme in the quote and two other themes that are relevant to the question.
- 3x paragraphs are required.

Catholic Plots against Elizabeth

The 1570s and 1580s were dangerous decades for Elizabeth; she faced four big Catholic plots against her. All had the aim of getting the Catholic Mary, Queen of Scots on the throne and returning England to Catholic rule. Mary, Queen of Scots had arrived in England in 1568 having fled Scotland. Due to her claim to the throne Elizabeth had no choice but to imprison her and keep her under strict surveillance. The two women never met in the 19 years Mary was in England.

Date	Plot	Elizabeth's action
1569 - The Northern Earls' Rebellion	The Catholic Earls of Northumberland and Westmoreland hatched a plan to get Mary, Queen of Scots out of imprisonment and on to the throne. They gathered an army of 6,000 soldiers in their attempt to return England to Catholicism.	Elizabeth got wind of the plan and sent a huge army to crush the rebellion. Elizabeth put 800 rebels to death and the two Earls fled to Scotland.
1571 - The Ridolfi Plot	Roberto Ridolfi, an Italian banker, planned to assassinate Elizabeth and make Mary Queen. He had the	The plot was uncovered by Elizabeth's advisor, Cecil. Ridolfi and the Spanish ambassador were



	support of King Philip II of Spain, the Duke of Norfolk, and Mary, Queen of Scots herself.	arrested and expelled from the country and Norfolk was executed as a result.
1583 - The Throckmorton Plot	A young Catholic man, Francis Throckmorton, organised a plan for a French army to invade England and replace Elizabeth with Mary, Queen of Scots, paid for by the Pope and King Philip II of Spain.	Throckmorton was executed and Mary was moved to Tutbury Castle in Staffordshire, where she was held in isolation and allowed no visitors.
1586 - The Babington Plot	Sir Anthony Babington planned to rescue Mary, Queen of Scots from jail and murder Elizabeth. Secret letters between the plotters and Mary were discovered which gave the evidence needed to prove Mary's guilt.	This finally led to the execution of Mary, Queen of Scots, Babington and six other plotters

Early problems for the reign of Elizabeth I

The Succession:

Despite Henry VIII's best attempts to secure the Tudor line, Edward VI and Mary I had died childless. Elizabeth had yet to produce an heir and in 1562 she contracted smallpox and nearly died. This drew attention to how uncertain the future was. Parliament were keen for Elizabeth to marry and have a child as soon as possible.

Mary Queen of Scots:

Without a direct heir, Elizabeth's cousin, Mary, Queen of Scots was next in line to the throne. In 1568, Mary was exiled from Scotland to England and became a real threat to Elizabeth. Catholics had an alternative queen to fight for.

Religion:

England had changed from Catholic to Protestant under Henry VIII (needing his divorce) and Edward VI and back to Catholicism under Mary I. Elizabeth was a Protestant, but she was also practical. She did not want to make enemies immediately. She allowed Catholics to follow their faith privately, but many Catholics remained unhappy, with some believing she had no right to be Queen. They did not recognise Henry's marriage to Anne Boleyn.

Foreign Policy:

Elizabeth had to deal with powerful countries that wanted influence over England. Catholic France and Spain had the support of the Pope and saw England as a target. Elizabeth's main priority was keeping England safe.

Taxation:

The government needed money and one of the few ways to get it was through taxes. Unfortunately, at a time of great poverty, taxes would be very unpopular with the people of England, so raising taxes would be very dangerous for a new Queen.

Ireland:

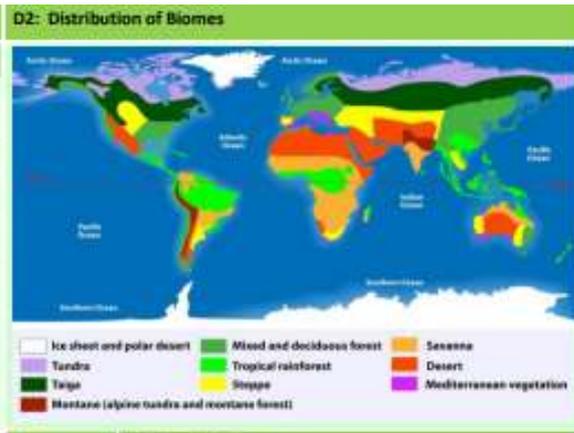


Elizabeth considered herself Queen of Ireland. However, many Irish disagreed. She spent thousands of pounds and sent many of her best soldiers to try to limit an Irish rebellion in 1559, but in the long term, nothing seemed to work.



Year 9 DC5 Geography Revision

D1: ecosystem - Key terms	
Key term	Definition
Ecosystem	A community of plants and animals that interact with one another and their physical environment.
Abiotic	Relating to non living things.
Biotic	Relating to living things.
Producer	An organism or plant that is able to absorb energy from the sun through photosynthesis.
Primary consumer	Creature that eats plant matter. Also known as a herbivore.
Secondary consumer	Creature that eats other animals. Also known as a carnivore.
Decomposer	An organism that breaks down dead plant and animal matter.
Food chain	The connections between different organisms that rely on one another as their food source.
Food web	A complex hierarchy of plants and animals relying on each other for food.
Biome	A large global ecosystem with flora and fauna adapting to their environment.



Biome	Key Characteristics
Tropical Rainforests	•Along equator (Asia, Africa / South America). •6% of earth's surface. •25°C – 30°C and over 250mm rain per month.
Tropical Grasslands (Savanna)	•Between equator and tropics. •20 – 30°C and between 500 - 1500 mm of rain per year. •Wet and dry seasons.
Deserts	•Tropics (Sahara and Australia). •Over 30°C and less than 300 mm per year rain. •20% of land's surface.
Deciduous forests	•Higher latitudes (W Europe, N America, New Zealand). •5 – 20°C and between 500 – 1500 mm rain per year. •4 distinct seasons. •Lose leaves in the winter to cope with the cold.
Coniferous forest (Taiga)	•60°N (Scandinavia / Canada). •Cone bearing evergreen trees. •No sunlight for part of the year.
Tundra	•Above 60°N (Arctic Circle). •Less than 10°C and less than 500mm per year rain. •Cold, icy and dry means 2 month growing season.

D4: Tropical Rainforest - Vegetation

- The Emergent Layer:**
 - Competition for light causes trees to grow fast. They are tall and straight. Buttress roots support these tall trees.
- The Canopy:**
 - Plants on the forest floor are shade tolerant and able to cope in the darker conditions.
- The Understorey:**
 - Epiphytes grow high up on the branches of trees to gain access to the light.
- The Forest Floor:**
 - Lianas wrap themselves around other trees to gain access to light.
 - Plants have drip tips.

D8: Effects of deforestation in the Amazon

<p>Economic development</p> <ul style="list-style-type: none"> •Brings in jobs and income. •Destroys resources in the long term. •Livelihoods of locals destroyed. •2008 \$6.9 billion from cattle. •Rubber tappers lost jobs. •Mercury from gold mining poisons fish. 	<p>Soil erosion</p> <ul style="list-style-type: none"> •Land left unprotected from heavy rain leads to landslides and flooding. •Nutrients are washed away decreasing nutrients in the soil. •Rivers silt up.
<p>Contribution to climate change</p> <ul style="list-style-type: none"> •Trees cut down change the water cycle and make it drier. •Rainforests are the lungs of the earth and so when deforested there is more carbon dioxide in the air and less oxygen. •Burning also releases carbon dioxide into the air (Greenhouse effect). 	<p>Others</p> <ul style="list-style-type: none"> •Loss of biodiversity - 137 species a day. •Loss of indigenous tribes (90 since 1990). •Tribal people moving to towns and cities and have drugs and alcohol issues. •Loss of indigenous knowledge. •Conflicts between developers and indigenous people.

D3: Water and Nutrient Cycle





D7: Causes of deforestation in the Amazon

Commercial farming	Farming to sell produce for a profit. Cattle and crops. Responsible for 80% of Amazon deforestation. Ruins soil and nutrients
Logging	The business of cutting down trees and transporting the logs to sawmills. Selective logging and clear felling. Teak and Mahogany worth the most.
Mineral extraction	The removal of mineral resources from the earth. Gold, Bauxite, Oil and gas. Pollutes rivers and air. Trees above the mines and quarries are removed.
Subsistence farming	A type of agriculture producing food and materials for the benefit only of the farmer and his family or community. Small scale, often slash and burn.
Hydro - electricity	Dams have been built and large areas of rainforest destroyed by flooding.
Resettling	Since 1970 1 million people have been encouraged to move away from shanty towns and into the rainforest. They have been given land which has been cleared to allow farming.
Roads	The 4000km long Trans Amazonia Highway built 1970s. Opened up rainforest, but allowed loggers in.

D9: Protecting the Amazon

- Selective logging. Only fell fully grown trees. Mark sustainable trees for sale.
- Conservation & education. WWF (NGO) educate and train conservation workers. Buy threatened areas.
- Ecotourism. Minimises damage to the environment and benefits locals. This creates incentive to protect the forest.
- International agreements. International Tropical Trade Agreement restricts trade in hard woods.
- Debt reduction. In 2010 the USA converted \$13.5 million from Brazil and used to protect forest.

Unit 1b



The Living World

D5: Tropical Rainforest - Animals

- Jaguars have spotted fur. This camouflages them in the dappled shade of the forest floor.
- Parrots have strong, sharp beaks to help them crack open nuts.

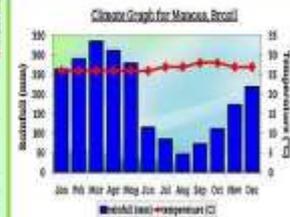


- Spider monkeys have a prehensile tail that allows them to cling to branches. Sharp nails allow them to peel bark.
- Poison dart frogs are a bright colour to warn predators away.



D6: Rainforest Climate

Temperatures are high all year (around 28°C). Rainfall is around 2500mm per month.



D10: Trophic levels

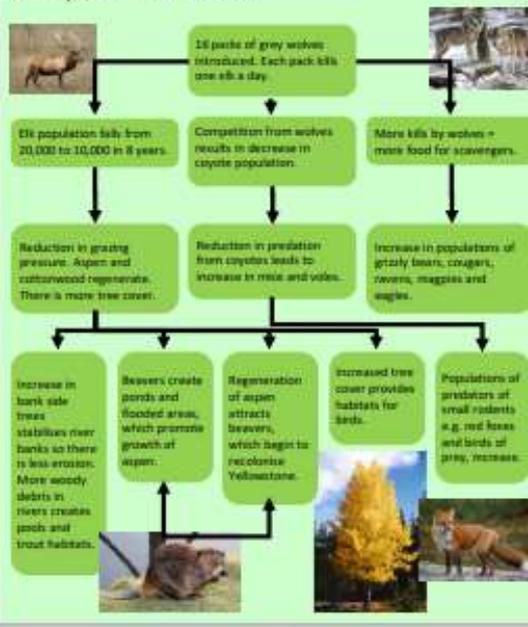
Trophic Level	Source of Energy	Examples
Producers	Solar energy	Green plants, photosynthetic protists and bacteria
Herbivores	Producers	Grasshoppers, water fleas, antelope, terrises
Primary Carnivores	Herbivores	Wolves, spiders, scorpions, snakes, warblers
Secondary Carnivores	Primary carnivores	Killer whales, tina, falcons
Omnivores	Several trophic levels	Humans, rats, opossums, bears, racoons, crabs
Decomposers and Detritivores	Wastes and dead bodies of other organisms	Fungi, many bacteria, earthworms, vultures

At each (trophic) level of the food chain the number of individuals declines. This is because not all individuals in any trophic level are consumed (eaten). This means not all energy is passed up to the next trophic level.

D11: Changes within ecosystems

If any component within an ecosystem is changed it will have a knock on effect on the rest of the ecosystem.

An example of where this happened was in Yellowstone National Park in the USA when they reintroduced wolves in 1995.



D12: Ecosystem - A question of scale

- Ecosystems can be any size.
- Local e.g. a pond or under a dead log. Also called a habitat.
 - Regional e.g. the upland moorland of the Pennines in the north of England.
 - Global e.g. tropical rainforest. Also called biomes.

D13: A small scale ecosystem – Sutton Park

Sutton Park is an urban park in NE Birmingham. It covers 2400 acres and has a wide range of flora (plants) and fauna (animals).

The park attracts almost 1 million visitors each year.



Sutton Park is a 2,400 acre National Nature Reserve located 6 miles north of the city centre. It's one of the largest urban parks in Europe and is designated as a Site of Special Scientific Interest.

The park has open heathland, woodlands, seven lakes, wetlands, and marshes - each with its own rich variety of plants and wildlife, some rarely seen in the region. Cattle and wild ponies graze on the land.

Sutton Park has been designated as a National Nature Reserve, a Scheduled Ancient Monument and a Site of Special Scientific Interest.

The park is managed by coppicing where unnatural trees have been cut down to be replaced by natural species.

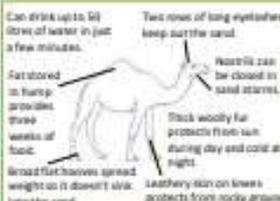


E1: Hot deserts	NOT hot deserts	E5: Desert - Opportunities	Specific Detail
		Mineral resources - mineral resources from the earth can be used by industry or sold for export.	Morocco is the world's largest exporter of phosphate which is used in fertilisers and batteries. The money gained can be used to develop the country.
<p>To be defined as a Hot Desert, there must be:</p> <ul style="list-style-type: none"> - Less than 250mm of rain a year. - Diurnal temperatures ranging from 50°C during the day to 0°C at night. 		Oil and gas - oil is trapped in huge aquifers deep underground. It is an extremely valuable resource.	Algeria is a leading exporter of oil and gets 60% of its income from the oil and gas industry. It has many huge oilfields; e.g. Hassi Messaoud. The industry provides jobs for 40,000 people.
E4: Desert - Challenges		Solar energy - with 12 hours of cloudless sunshine every day, deserts are ideal locations for this form of electricity generation.	Tunisia is planning a huge development that will supply enough electricity to meet the needs of 2 million homes in Western Europe. Solar power does not contribute to global warming.
Extreme Temperatures - Temperatures are over 40 degrees during the day and drop below freezing at night.		Tourism - deserts are remote, romantic, exotic locations for tourists.	You can go camel trekking in Morocco. Cities like Marrakech are popular with many tourists visiting the famous souk (market). Increasing opportunities for sand-boarding and dune buggies exist.
Inaccessibility - The Sahara is huge making travel difficult and expensive.			
Water Supply - low rainfall makes water for drinking, washing and agriculture difficult to supply.		Farming - only possible where there is access to water through irrigation.	Egypt doubled the amount of land where crops were grown by building the Aswan Dam to control the flow of the Nile and irrigate the surrounding
E6: Desertification - Causes		E7: Desertification - Solutions	
Desertification is where land is gradually turned into desert, usually on the edge of a desert. It is caused by overgrazing by cattle or trees being cut down for firewood. Population growth is a key factor. Climate change will lead to more droughts that kill vegetation and cause the problem to spread. In the area to the south of the Sahara, known as the Sahel heavy rainstorms can wash away the exposed soil in a couple of hours.		Irrigation - Water from aquifers used to grow crops / vegetation.	
		National Parks - Conserve areas at risk, protect wildlife.	
		Afforestation - Green wall being planted across the Sahel.	
		Crop rotation - Keeps nutrients in the soil by avoiding monoculture.	
		Appropriate Technology - Use of suitable crops, magic stones, terraces.	
E8: INDIA, Thar Desert – 200km2 in North West India			
Opportunities •Farming using water from the Ghandi Canal. •Mineral extraction e.g. limestone, gypsum. •Energy. There are extensive coal deposits in the Thar. The Jaisalmer Wind Park also opening in 2001 for wind energy. •Tourism includes desert safaris and an annual desert festival.		Challenges •Temperatures reach up to 50°C. •Lack of roads meant limited access – some only by camel. •Water is limited and has to be transported from the Ghandi Canal. •Over-extraction of water from aquifers leads to conflict. Few rivers in the Thar. The River Luni only flows in winter	

E3: Desert Animals

The limited number of producers means the number of consumers is also low.

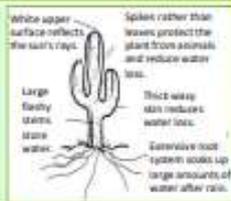
Animals need to be able to tolerate the range of temperatures in the desert. Many do this by staying underground during the day. They also need to find ways to cope with the limited availability of water. Some gain enough water from their food. Others extract water from air.



E2: Desert plants

High temperatures should lead to rapid growth but this is not possible due to the lack of moisture. Vegetation is sparse and usually confined to water holes.

Lack of rainfall is the main limit on plant growth. Plants have thin leaves or spines to reduce water loss and long roots to reach deep underground water. The Cactus is a common desert plant.





Summer Term: Thematic

Family and Gender

Lesson Sequence:



1. Purpose of families

2. The nature that families take

3. Roles within the family

4. Same sex parent families

5. Polygamy and families

6. Gender equality between men and women

7. Gender and examples of prejudice and discrimination

8. Marriage, Divorce and Contraception

9. Assessment

10. DIRT lesson

Useful Websites



www.request.org.uk/issues/family-and-relationships/life-in-a-christian-family/

www.islamic-world.net/parenting/parenting_page/family_life.htm

www.un.org/sustainabledevelopment/gender-equality/

Unit Reflections

<p>How do you react when you find the work complicated/challenging?</p>	<p>What do you still want to find out about this topic?</p>
<p>How have you acted on feedback given from the last topic assessment?</p>	<p>Have you progressed during this topic? How do you know?</p>



<p>Which methods did you use to revise for the assessment?</p>	<p>Are you pleased with your assessment level for this unit? Why?</p>
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Key terms	Write your definitions in each box.
contemporary	
discrimination	
equality	
extended	
gender	
nuclear	
polygamy	
prejudice	
procreation	



role	
stability	
traditional	