

# YEAR 9 FORMAL ASSESSMENT SCHEDULE 2025/26



| DEPARTMENT              | FORMAL ASSESSMENT 1<br>(OCTOBER)                                                                                                                                                                                                                                                                                                                                                                     | FORMAL ASSESSMENT 2<br>(DECEMBER)                                                                                                                                                                                                                                                                                                                                                                                                                      | FORMAL ASSESSMENT 3<br>(MARCH)                                                                                                                                                                                                                                                                                                                                                 | SUMMER ASSESSMENT<br>(JUNE)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Art &amp; Design</b> | <b>Graffiti Lettering</b><br>Graphic lettering project. Pupils will be assessed on their graffiti lettering style, which they must present using creative and imaginative backgrounds that they have researched independently.                                                                                                                                                                       | <b>Internet Safety- Poster Design</b><br>Pupils will learn about Internet safety. Using prior knowledge of graphic lettering they will design a creative poster to raise awareness of Internet safety. This work will be entered into a whole school competition.                                                                                                                                                                                      | <b>Fantasy Creature- Planning</b><br>Pupils will create their own Fantasy Creature design sheet. This must be imaginative and creative. Completed to a very high standard.                                                                                                                                                                                                     | <b>Fantasy Creature- Clay Construction</b><br>Pupils will create their own 3D Ceramic Fantasy Creature. These will be fired and painted for assessment.                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>English</b>          | <b>Recount:</b><br>Write in the form of a (non-fiction) magazine article, using the correct features and accurate SPaG.<br><br><b>Task: Write a school magazine article on a chosen topic.</b><br><br><i>Pupils are assessed on their ability to write an interesting and engaging recount, in the given form, using the correct features and accurate SPaG.</i>                                     | <b>Media Texts:</b><br>Reading/deconstruction of a book cover to include analysis of language in addition to colour, image, layout, and font (and similarly mise-en-scene) for effect.<br><br><b>Task: How do the language devices and presentational features, used in a book cover, help to promote and sell the book?</b><br><br>Pupils are assessed on their ability to analyse the use of language and presentational techniques in a media text. | <b>Talking and Listening:</b><br>Group Discussion.<br><br><b>Task: Take part in a group discussion on a given issue.</b><br><br><i>Pupils are assessed on their ability to:</i> <ul style="list-style-type: none"><li>• listen and respond to others;</li><li>• make effective contributions about the issue; and</li><li>• use appropriate vocabulary and register.</li></ul> | <b>Non-Fiction, Media Texts, Fiction and Talking and Listening Assessment</b><br><br><b>Task:</b><br>(1) <b>write</b> a (non-fiction) <b>recount</b> using the correct features and accurate SPaG.<br><br>(2) <b>read/ analyse</b> the language and presentational techniques in a <b>media text</b> .<br><br>(3) <b>talk/ discussion</b> based on a <b>fictional text</b> – character, and/or setting.<br><br><i>Pupils are assessed on their knowledge and understanding of Non-Fiction and Fictional writing, reading of Media Texts, and also, Talking and Listening skills.</i> |
| <b>Geography</b>        | <b>Settlements</b> <ul style="list-style-type: none"><li>• Early settlements and function</li><li>• Settlement Patterns</li><li>• Settlement Change</li><li>• Settlement Growth</li><li>• Urban Land Use Model</li><li>• Settlement Hierarchies and Services</li><li>• Issues facing inner city areas</li><li>• Case Study - Kolkata</li></ul>                                                       | <b>Economic Activities</b> <ul style="list-style-type: none"><li>• Types of Economic Activity - primary, secondary, tertiary &amp; quaternary.</li><li>• Types of Farming</li><li>• Best location and site for a factory</li><li>• High tech industries</li><li>• Fair Trade</li></ul>                                                                                                                                                                 | <b>Dynamic Earth</b> <ul style="list-style-type: none"><li>• Earth structure</li><li>• Tectonic theory</li><li>• Earth's Plates</li><li>• Plate movements - convection currents</li><li>• Types of Volcanoes</li><li>• Case Study</li><li>• Earthquakes</li><li>• Richter Scale</li><li>• Limiting the damage</li></ul>                                                        | <b>Summer Assessment</b><br>Students will be assessed on the units covered throughout Year 9: <ul style="list-style-type: none"><li>• Settlements</li><li>• Dynamic Earth</li><li>• Economic Activities</li><li>• Indian Ocean Tsunami</li></ul>                                                                                                                                                                                                                                                                                                                                     |
| <b>History</b>          | <b>Henry VIII and The English Reformation</b><br>Students will demonstrate a knowledge and understanding of the reasons for Henry VIII's divorce from Catherine of Aragon and the significance of this divorce for religion in England. Students will be able to make connections to the Protestant Reformation led by Martin Luther in Germany. They will also show a knowledge of Henry's 6 wives. | <b>Elizabeth I (and her problems)</b><br>Students will demonstrate a knowledge and understanding of the challenges that Elizabeth I faced during her reign and how successfully she dealt with them. This includes her Religious Settlement, Mary Queen of Scots and the Spanish Armada.                                                                                                                                                               | <b>Voyages of Discovery (English cross-curricular link)</b><br>Students will write a letter as an explorer. They will outline their reasons for exploration and describe the dangers and risks of the voyage. Students will demonstrate their skills of empathy as well as their persuasive writing techniques.                                                                | Students will be assessed on all areas covered throughout Year 9.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <b>Home Economics</b> | End of Unit Test: Dietary Fibre and Our Digestive System                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Christmas Themed Practical Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | End of Unit Project and Presentation: Food From Around the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | End of Year Exam: will cover all units of work studied throughout the year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Irish</b>          | Students will complete a written task to assess their knowledge of the topic of school, including listing key vocabulary, reading comprehension and translations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students will complete a number of listening tasks on school life, the house/local environment, and everyday routine, including the recognition of key verbs and time indicators.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Students will complete a speaking task to assess their knowledge of the topics covered so far this year. They will prepare and learn their answers beforehand, with a focus on pronunciation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students will complete a reading and writing assessment covering all topics from the start of Year 9.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>LLW</b>            | <ul style="list-style-type: none"> <li>Equality</li> <li>Prejudice</li> <li>Discrimination</li> <li>Stereotype</li> <li>UDHR</li> <li>Section 75 – Northern Ireland Act</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>The equality commission</li> <li>Main pieces of legislation</li> <li>How your school promotes equality?</li> <li>How your school could do more to promote equality</li> <li>What is an NGO and discuss the role of an NGO</li> <li>An example of an NGO</li> </ul>                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>To understand the term Employability</li> <li>To identify the difference between skills and qualities</li> <li>To understand what enterprising people are</li> <li>To identify the skills and qualities of enterprising people</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | End of Year Exam: will cover all units of work studied throughout the year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Maths</b>          | <p><b><u>NUMBER</u></b></p> <ul style="list-style-type: none"> <li>Ordering Positive and Negative numbers</li> <li>Adding, subtracting, multiplying and dividing positive and negative numbers</li> <li>Bank balances</li> <li>Plotting co-ordinates in all four quadrants</li> <li>Reading co-ordinates in all four quadrants</li> </ul> <p><b><u>HANDLING DATA</u></b></p> <ul style="list-style-type: none"> <li>Drawing Pie-charts</li> <li>Interpreting Pie-charts</li> <li>Drawing Stem &amp; leaf Diagrams</li> <li>Interpreting Stem &amp; leaf Diagrams</li> <li>Calculating Mean, Mode, Median and Range from a Stem &amp; Leaf diagram</li> </ul> <p><b><u>FRACTIONS</u></b></p> <ul style="list-style-type: none"> <li>Simplifying</li> <li>Mixed to Improper</li> <li>Improper to Proper</li> <li>Adding/Subtracting</li> <li>Using the FRACTION BUTTON on the calculator</li> </ul> | <p><b><u>VOLUME &amp; SURFACE AREA</u></b></p> <ul style="list-style-type: none"> <li>Converting between metric and imperial units for volume and capacity</li> <li>Finding the volume of cubes and cuboids</li> <li>Finding the surface area of cubes and cuboids</li> </ul> <p><b><u>TRANSFORMATIONS</u></b></p> <ul style="list-style-type: none"> <li>Reflecting a shape</li> <li>Reflecting in lines <math>x=?</math> and <math>y=?</math></li> <li>Translating a shape</li> <li>Understand vector notation</li> <li>Translating a shape by a given vector</li> </ul> <p><b><u>USING MATHS TASK</u></b><br/> A Cooler Life<br/> The Sweetie Problem</p> | <p><b><u>PERCENTAGES</u></b></p> <ul style="list-style-type: none"> <li>Percentages on shaded diagrams</li> <li>Converting between fractions decimals and percentages</li> <li>Ordering fractions decimals &amp; percentages</li> <li>Finding percentages of quantities</li> <li>Percentage Increase/decrease</li> </ul> <p><b><u>PROBABILITY</u></b></p> <ul style="list-style-type: none"> <li>Probability Scales</li> <li>Finding the probability of something happening</li> <li>Finding the probability of something not happening</li> <li>Sample Space Diagrams</li> </ul> <p><b><u>ANGLES</u></b></p> <ul style="list-style-type: none"> <li>Angles on a Straight line, Full Turn, in Triangles</li> <li>Vertically opposite angles</li> <li>Parallel Lines and associated angles</li> <li>Corresponding, Alternate &amp; Co-Interior angles</li> </ul> <p><b><u>USING MATHS TASK - Ice-Cream sales</u></b></p> | <p><b><u>ALGEBRA &amp; GRAPHS</u></b></p> <ul style="list-style-type: none"> <li>Function Machines</li> <li>Simplifying Expressions</li> <li>Recognising <math>x=</math> and <math>y=</math> lines</li> <li>Conversion graphs</li> <li>Solving equations</li> <li>Graphs of <math>y = mx + c</math> completing tables and plotting lines</li> <li>Flow Charts</li> </ul> <p><b><u>BODMAS / BIDMAS</u></b></p> <ul style="list-style-type: none"> <li>Rules of BODMAS</li> <li>Order of mathematical operations</li> <li>Use of brackets</li> <li>Making mathematical statements TRUE</li> <li>4 Fours</li> </ul> <p><b><u>PRIME NUMBERS</u></b></p> <ul style="list-style-type: none"> <li>The Sieve of Eratosthenes</li> <li>Prime Factors</li> <li>Index Notation</li> <li>Goldbach's Conjecture</li> </ul> |

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| <b>Music</b>      | <b>GarageBand Project</b><br>Composition using chord sequence for 16 bars. Pupils will be given the chord sequence to work with using autoplay and loops. All work saved on iPads. | <b>Keyboards Skills</b><br>Level 2<br>Practical Assessment                                                                                                                                                                                   | <b>Traditional Music.</b><br>Listening Assessment                                                                                                                                               | <b>GarageBand Composition</b>                                                                                                                                                                                                          |
| <b>PE</b>         | Girls Gaelic Football<br><br>Boys Gaelic Football                                                                                                                                  | Netball<br><br>Soccer                                                                                                                                                                                                                        | Gymnastics/Health related fitness<br><br>Gymnastics/Health related fitness                                                                                                                      | Athletics<br><br>Athletics                                                                                                                                                                                                             |
| <b>Religion</b>   | Creation and Stewardship: <ul style="list-style-type: none"> <li>The Story of Creation</li> <li>Image and Likeness</li> <li>Adam and Eve</li> </ul>                                | Creation and Stewardship – Overview <ul style="list-style-type: none"> <li>Free Will and Conscience</li> <li>The Ten Commandments</li> <li>The Law of Love</li> <li>Stewardship</li> </ul>                                                   | Conflict and Division in the Church <ul style="list-style-type: none"> <li>Conflict and Reconciliation</li> <li>Early Church Conflict</li> <li>East / West Split</li> </ul>                     | <i>Yearly Overview:</i><br>All units of work studied throughout the year will be assessed.                                                                                                                                             |
| <b>Science</b>    | Earth and Space                                                                                                                                                                    | Food and Diet and Atomic Chemistry                                                                                                                                                                                                           | Respiratory system and Circulatory system                                                                                                                                                       | End of Year Exam: Will cover all units of work studied throughout the year                                                                                                                                                             |
| <b>Spanish</b>    | Students will complete a speaking task to assess their knowledge of the topic of school. They will prepare and learn their answers beforehand, with a focus on pronunciation.      | Students will complete reading and writing tasks, including listing key vocabulary, reading comprehension and translations. The topics will cover items in your school bag, pencil case and classroom, school subjects and days of the week, | Students will complete a number of listening tasks on school life, including school subjects, facilities in a school, positive and negative opinions, key adjectives and break time activities. | Students will complete a reading and writing assessment covering all topics from the start of Year 9.                                                                                                                                  |
| <b>Technology</b> | <b>Health &amp; Safety</b><br><i>100% Written exam</i><br><br>Pupils will complete a written exam covering all areas of the safe use of the workshop.                              | <b>Geometric Clock Project</b><br><i>100% Practical</i><br><br>Pupils will design and manufacture a geometric clock from acrylic using a range of tools and machinery.                                                                       | <b>Night Light Project</b><br><i>100% Practical</i><br><br><i>Pupils will use the workshop tools and machinery to create a night light project.</i>                                             | <b>Summer Assessment</b><br><b>Exam with all areas covered:</b><br>Health & Safety Tools and Machines. Materials and Processes for geometric clock and night light processes. Electronics, mechanisms and gears will be assessed also. |

## YEAR 9 REPORTING OVERVIEW

| <b>FORMAL ASSESSMENT 1</b><br><b>(OCTOBER)</b>                                               | <b>FORMAL ASSESSMENT 2</b><br><b>(DECEMBER)</b>                                             | <b>FORMAL ASSESSMENT 3</b><br><b>(MARCH)</b>                                              | <b>SUMMER ASSESSMENT</b><br><b>(JUNE)</b>                                                    |
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| Pupils will receive a <b>Statement of Results 1</b> in November following completion of FA1. | Pupils will receive a <b>Statement of Results 2</b> in January following completion of FA2. | Pupils will receive a <b>Statement of Results 3</b> in April following completion of FA3. | Pupils will receive an end of year <b>Summer Report</b> in June following completion of FA4. |