

## Year 9 Formal Assessments - 2022/23

### *YEAR 9 FORMAL ASSESSMENT SCHEDULE - 2022/2023*

DEPARTMENT	FORMAL ASSESSMENT (31 <sup>st</sup> October)	FORMAL ASSESSMENT (20 <sup>th</sup> December)	FORMAL ASSESSMENT (16 <sup>th</sup> March)	SUMMER ASSESSMENT June
<b>Art</b>	<p>Graffiti Lettering</p> <p>Graphic lettering project. Pupils will be assessed on their graffiti lettering style, which they must edit in Photoshop on the iPads.</p>	<p>Internet safety-poster design.</p> <p>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.</p>	<p>Fantasy creature-planning</p> <p>Pupils will create their own Fantasy Creature design sheet. This must be imaginative and creative. Completed to a very high standard.</p>	<p><b>Fantasy Creature-clay construction</b></p> <p>Pupils will create their own 3D Ceramic Fantasy Creature. These will be fired and painted for assessment.</p>
<b>English</b>	<p><b>Non-Fiction Recount:</b> <b>Write in the form of a magazine article,</b> using the correct features and accurate SPaG.</p> <p>Task: <i>Write your article, for the school magazine, based on the given question.</i></p> <p><i>Pupils are assessed on their ability to write an interesting and engaging (functional) recount, using the correct features and accurate SPaG.</i></p>	<p><b>Reading Media Texts:</b> <b>Deconstruction of a book cover</b> to analyse colour, image, layout (mise-en-scene), and font, and, also, language for effect.</p> <p>Task: <i>How does the presentational devices (including mise-en-scene) and, likewise, language used in the book cover help to advertise and sell the book?</i></p> <p><i>Pupils are assessed on their ability to analyse the use of presentational features, including mise-en-scene, and,</i></p>	<p><b>Talking and Listening Assessment - Group Discussion.</b></p> <p>Teachers to agree on chosen topic.</p> <p>Task: <i>Take part (participate) in a group discussion based on a given topic.</i></p> <p><i>Pupils are assessed on their ability to: listen and respond to others; make effective contributions about the topic; and use appropriate vocabulary and register.</i></p>	<p><b>Non-Fiction, Media Texts and CEIAG Assessment</b></p> <p>Task: (1) write a (non-fiction) recount in the form of a magazine article, using the correct features and accurate SPaG; (2) analyse the presentational devices, and, likewise language, in a media text; and (3) identify the roles and responsibilities in the film industry, the features of mise-en-scene, and also persuasive speeches.</p>

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		<i>also, language, in a media text.</i>		Pupils are assessed on their knowledge and understanding of Non-Fiction, Media texts and the Film (Media) Industry.
<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>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> A Cooler Life 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 and 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>USING MATHS TASK</u></b> Ice-Cream sales</p>	<p><b><u>ALGEBRA &amp; STRAIGHT LINE 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>
<b>Religion</b>	<p>Creation and Stewardship:</p> <ul style="list-style-type: none"> <li>Origins of the Universe</li> <li>Creation Story</li> <li>Religion Vs Science</li> </ul>	<p>Creation and Stewardship - overview</p> <p>Covenant Relationships</p> <ul style="list-style-type: none"> <li>the 10 Commandments</li> </ul>	<p>Conflict and Divisions in the Church</p> <ul style="list-style-type: none"> <li>Split between the East and West</li> <li>Orthodox Church</li> </ul>	<p>Yearly Overview:</p> <ul style="list-style-type: none"> <li>Creation and Stewardship</li> <li>Covenant Relationships</li> <li>Morality</li> </ul>

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	<ul style="list-style-type: none"> <li>Stewardship</li> </ul>	Morality <ul style="list-style-type: none"> <li>Morality</li> <li>Conscience</li> <li>Sin</li> </ul>	<ul style="list-style-type: none"> <li>Martin Luther</li> </ul>	<ul style="list-style-type: none"> <li>Conflict and Division</li> <li>Christianity Today</li> </ul>
<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>Music</b>	Following Music Listening Assessment	Keyboards Skills Level 2 Practical Assessment	Traditional Music. Listening Assessment	Garageband Composition
<b>History</b>	<p><b><u>Henry VIII and The English Reformation</u></b></p> <p>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.</p>	<p><b><u>Elizabeth I (and her problems)</u></b></p> <p>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.</p>	<p><b><u>Voyages of Discovery (English cross-curricular link)</u></b></p> <p>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.</p> <p>Students will also be assessed on their recall of knowledge in a factual test.</p> <p><b><u>The Ulster Plantation and its impact</u></b></p> <p>Students will demonstrate their knowledge and understanding of: The Nine Years War; the methods used by the English to encourage its own people to take part in the plantation; The Flight of the Earls; the distribution of land by the planters; features of plantation towns; and, the impact of the plantation.</p>	Students will be assessed on all areas covered throughout Year Nine.
<b>Geography</b>	<p style="text-align: center;"><u>Settlements</u></p> <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> </ul>	<p style="text-align: center;"><u>Dynamic Earth</u></p> <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>	<p style="text-align: center;"><u>Economic Activities</u></p> <ul style="list-style-type: none"> <li>Types of Economic Activity</li> <li>Types of Farming</li> <li>Types of Industry</li> <li>Best location and site for a factory</li> </ul> <p>Indian Ocean Tsunami</p> <ul style="list-style-type: none"> <li>What is a tsunami and what caused it?</li> </ul>	<p style="text-align: center;"><u>Development</u></p> <ul style="list-style-type: none"> <li>Too many people</li> <li>Development Indicators</li> <li>How do jobs and trade affect development</li> <li>How can the rich help the poor</li> <li>International Aid</li> </ul>

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	<ul style="list-style-type: none"> <li>Case Study - Kolkata</li> </ul>		<ul style="list-style-type: none"> <li>Short term and long term effects</li> <li>Aid</li> <li>Early Warning Systems</li> </ul>	
<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>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>	<p><b>Health &amp; safety</b></p> <p>100% Written exam</p> <p><u>Written:</u></p> <p>Pupils will complete a written exam covering all areas of the safe use of the workshop.</p>	<p><b>Geometric Clock Design Task</b></p> <p>50% Design Task</p> <p>Pupils will design 4 different geometric clocks. They will be awarded marks for their design quality: sketching, rendering and annotation around each design.</p> <p><b>Geometric Clock Exam</b></p> <p>50% Exam</p> <p>Pupils will complete an exam on gears (ratios), mechanisms, CAD design and manufacturing.</p>	<p><b>Night Light Project</b></p> <p>100% Practical</p> <p><i>Pupils will use the workshop tools and machinery to create a night light project.</i></p>	<p><b>Exam with all areas covered:</b></p> <p>Health &amp; Safety Tools and Machines Materials and Processes for geometric clock and night light processes. Looking also at Electronics, mechanisms and gears.</p>

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<b>LLW</b>	<p>Equality</p> <p>Prejudice</p> <p>Discrimination</p> <p>Stereotype</p> <p>UDHR</p> <p>Section 75 - Northern Ireland Act</p>	<p>The equality commission</p> <p>Main pieces of legislation</p> <p>How your school promotes equality?</p> <p>How your school could do more to promote equality</p> <p>What is an NGO and discuss the role of an NGO</p> <p>An example of an NGO</p>	<p>To Understand the term Employability</p> <p>The identify the difference between skills and qualities</p> <p>To understand what enterprising people are</p> <p>To identify the skills and qualities of enterprising people</p>	<p>End of Year Exam: will cover all units of work studied throughout the year</p>
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