



**Christ the King**  
Catholic Voluntary Academy

# Yr 9 Essentials for Success

## 2023-2024





**Christ the King**  
Catholic Voluntary Academy



# Meet the chaplains



Lucy & Charles

## A short prayer for the day ahead

O Jesus, through the immaculate heart of Mary, I offer you my prayers, works, joys, and sufferings of this day for all the intentions of your Sacred Heart, in thanksgiving for your favours, in reparations for my sins, for the intentions of all my relatives and friends, and in particular the intentions of the Holy Father, Pope Francis. Amen.

## A bit about Lucy...

- I am from South London and studied English and Music at the University of Leeds
- Before starting here, I worked at NET ministries in Glasgow, a Catholic Youth Ministry Charity
- This is the start of my second year here at Christ the King and I'm really looking forward to developing our work this year

## A bit about Charles...

- I am from Rutland and studied Geography at University
- Before starting here, I was a lay chaplain at another secondary school
- Prior to that I spent four years at The Briars Youth Retreat Centre
- I can't wait to get to work here at Christ the King and the rest of the Oscar Romero Hub.

# What is our Role in School?

What is our role in school? We work with students and staff to support their Faith. We do this through Liturgical Prayers, monthly Masses and confession, running Chaplaincy Team, supporting form prayer reps, organising retreats to our local Catholic retreat centre (The Briars), running staff prayer and various other activities around school.

We also have a pastoral role and ensure that the Chapel is always open for students and staff to pop in for some time of peace, prayer and a chat. We work across the Oscar Romero Hub which includes four primary schools and Christ the King Secondary school but one of us is always based at Christ the King.

How can you support our work? At the end of each term, we celebrate with an end of year liturgical prayer or Mass held at Good Shepherd Church. We send out a livestream link to ensure that you can participate online, please feel free to watch these and join us in prayer. From this year, we also film weekly videos which are uploaded to the school website talking through the theme of the week. Please watch these and discuss them with your children.

Support your children in joining the chaplaincy team, signing up for retreats and to be a form prayer rep. The roles we support in school allow our young people to grow in confidence, leadership and faith. We believe that each student has unique gifts and talents to bring to our School Community. Please support and encourage them in joining these initiatives.



- Purpose of this presentation – IAG
- Parental involvement has a significant impact
- Different ways for parents to be involved:
  - Ask questions about your child's learning
  - Help them to prepare for school – be organised
  - Encourage them to always do their best/keep trying
  - Support/supervise work
  - Attend school events
  - Communicate with their teachers





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# Maths

Presentation by N Morgan

[nmorgan@christtheking.notts.sch.uk](mailto:nmorgan@christtheking.notts.sch.uk)





## ■ The Y9 curriculum overview

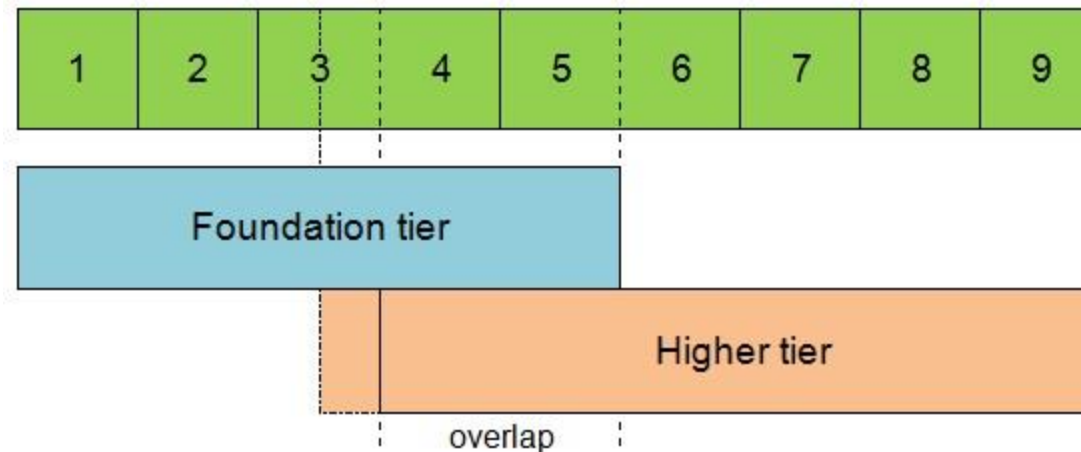
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Reasoning with Algebra						Constructing in 2 and 3 Dimensions					
	Straight line graphs	Forming and solving equations	Testing conjectures				Three-dimensional shapes			Constructions and congruency		
Spring	Reasoning with Number						Reasoning with Geometry					
	Numbers	Using percentages	Maths and money				Deduction	Rotation and translation	Pythagoras' Theorem			
Summer	Reasoning with Proportion						Representations and Revision					
	Enlargement and similarity	Solving ratio & proportion problems	Rates				Probability	Algebraic representation	Revision			



# Christ the King

## Catholic Voluntary Academy

By the end of year 9 we will have a good understanding of which tier will be most appropriate for each student



OCR  
Oxford Cambridge and RSA

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Tuesday 03 November 2020 – Morning

GCSE (9–1) Mathematics

J560/01 Paper 1 (Foundation Tier)

Time allowed: 1 hour 30 minutes

You can use:  
• a scientific or graphical calculator  
• geometrical instruments  
• tracing paper



Please write clearly in black ink. Do not write in the barcodes.

Centre number       Candidate number

First name(s) \_\_\_\_\_

Last name \_\_\_\_\_

#### INSTRUCTIONS

- Use black ink. You can use an HB pencil, but only for graphs and diagrams.
- Write your answer to each question in the space provided. You can use extra paper if you need to, but you must clearly show your candidate number, the centre number and the question numbers.
- Answer all the questions.
- Where appropriate, your answer should be supported with working. Marks might be given for using a correct method, even if your answer is wrong.
- Use the  $\pi$  button on your calculator or take  $\pi$  to be 3.142 unless the question says something different.

#### INFORMATION

- The total mark for this paper is 100.
- The marks for each question are shown in brackets [ ].
- This document has 20 pages.

#### ADVICE

- Read each question carefully before you start your answer.

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OCR  
Oxford Cambridge and RSA

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Tuesday 03 November 2020 – Morning

GCSE (9–1) Mathematics

J560/04 Paper 4 (Higher Tier)

Time allowed: 1 hour 30 minutes

You can use:  
• a scientific or graphical calculator  
• geometrical instruments  
• tracing paper



Please write clearly in black ink. Do not write in the barcodes.

Centre number       Candidate number

First name(s) \_\_\_\_\_

Last name \_\_\_\_\_

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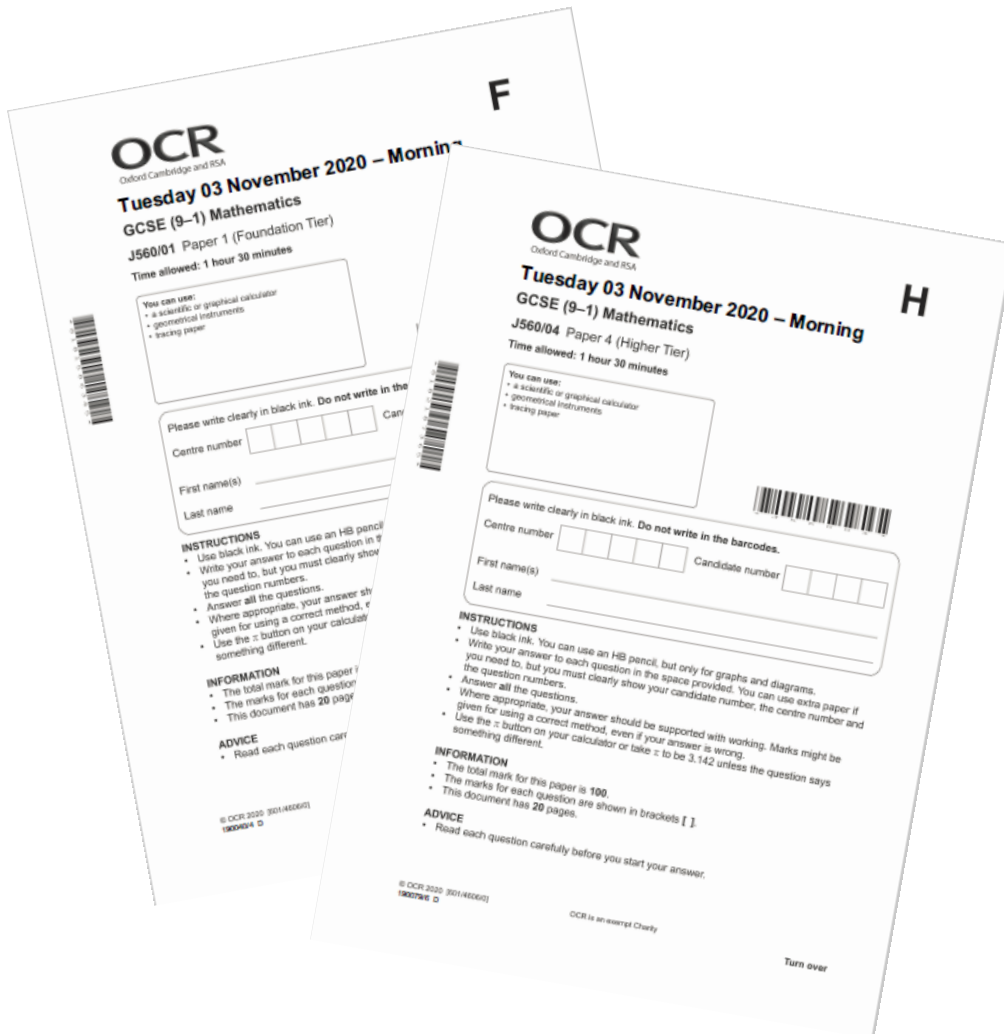


# Christ the King

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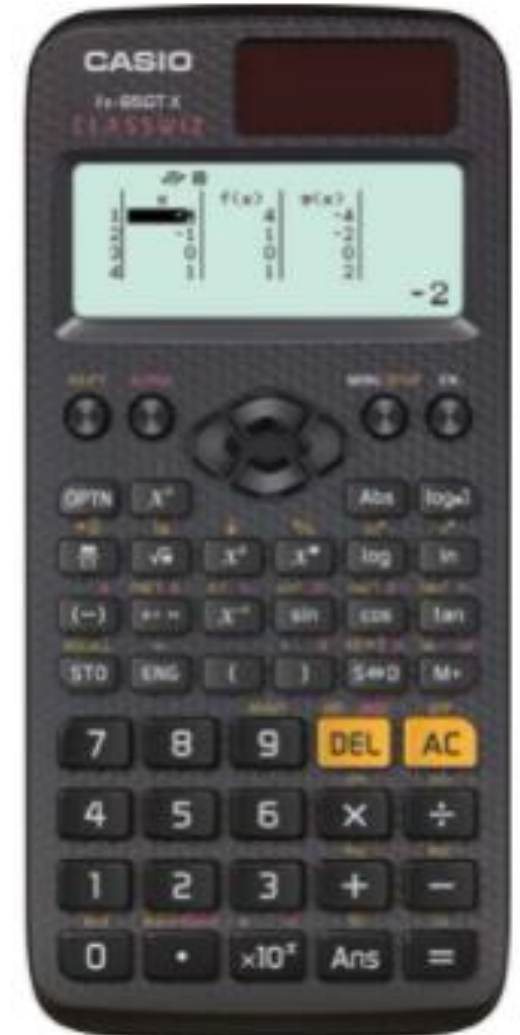
Maths is assessed via three exam papers at the end of Year 11.

- Paper 1/4 Calculator 90 minutes
- Paper 2/5 Non Calculator 90 minutes
- Paper 3/6 Calculator 90 minutes






- It is important each student is equipped for learning
- A scientific calculator is needed
- A geometry set is desirable





- Homework is set weekly
  - Assessments happen every half term
- 
- It will be clear to the students where they are doing well the teachers will be guid them on how they can improve via regular feedback in lessons and assessments



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# GCSE English Literature and Language



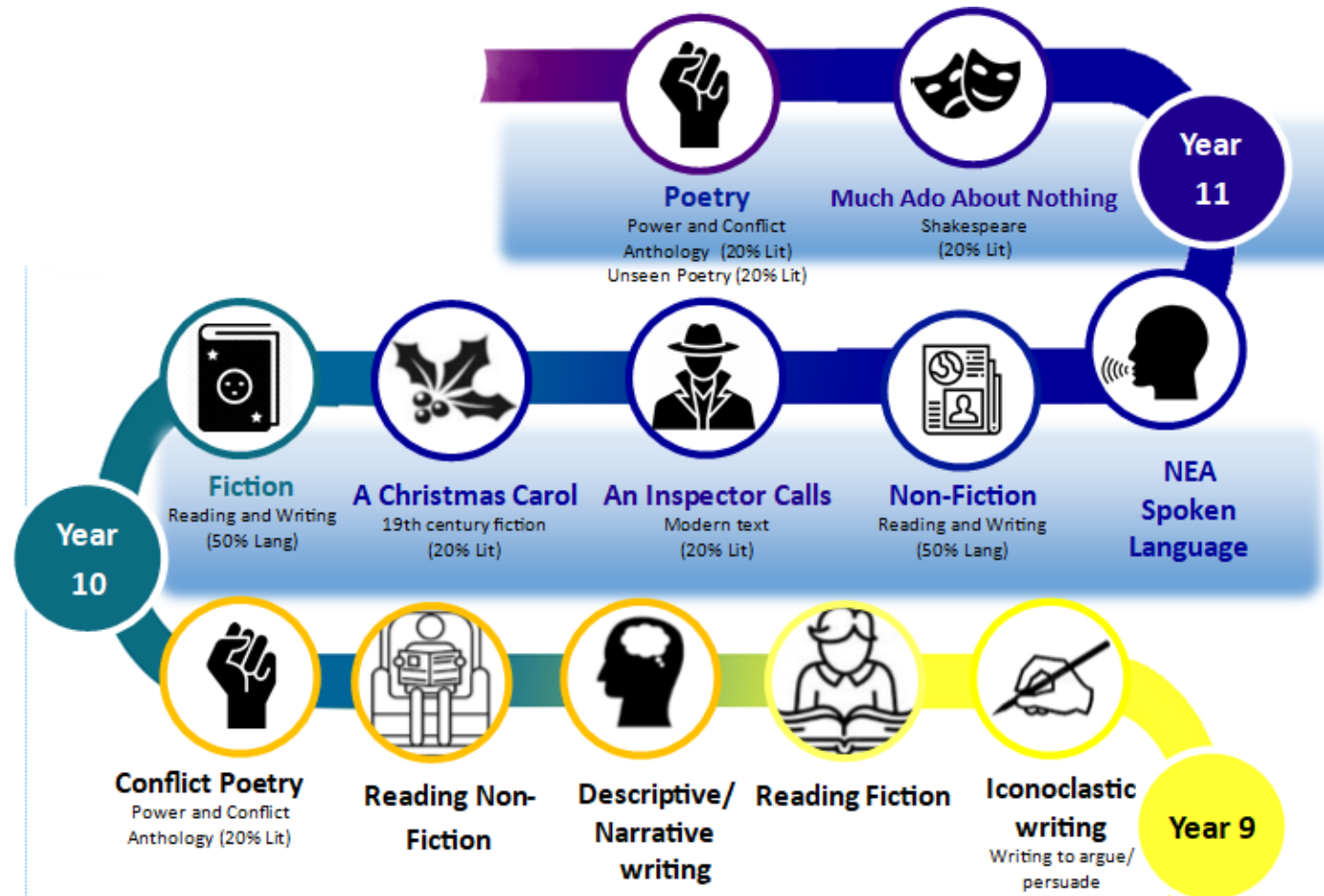
JCollins@christtheking.notts.sch.uk or PBingham@christtheking.notts.sch.uk





# Course Outline

- The English department follows the AQA Specifications for Literature (8702) and Language (8700).





## Course Outline - Texts

- For **English Literature** students study a variety of texts: Shakespearean play *Much Ado About Nothing*, 19<sup>th</sup> century novel *A Christmas Carol*, modern play *An Inspector Calls* and an anthology of 15 poems focused on the theme of *Power and Conflict*.



- For **English Language** students will practise reading and interpreting a wide range of fiction/non fiction texts to develop their analytical skills. They will also explore a range of written tasks to ensure they can write clearly for an intended audience and purpose.







# Assessment Procedures

## English Literature

- **Paper 1: Shakespeare and 19th century novel** (1 hr 45 mins)
- There is one question on Much Ado About Nothing and one question on A Christmas Carol.
- These are equally weighted and overall the exam is 40% of the final grade.
- **Paper 2: Inspector Calls and poetry** (2 hr 15 mins)
- There are 3 questions: one on 'An Inspector Calls' and two on poetry. One poetry question is a comparison of 2 poems studied in the anthology followed by an analysis of 2 unseen poems.
- These are equally weighted and overall this exam is 60% of the final grade.





# Assessment Procedures

## ■ English Language

### ■ **Paper 1: Explorations in creative reading and writing** (1 hr 45 mins)

- There is a **Reading** Section based on one unseen literary text (80 marks) and this is comprised of:
  - A short retrieval question (4 marks)
  - A language question (8 marks)
  - A structure question (8 marks)
  - An evaluate question (20 marks)
- There is a **Writing** Section and this is a choice of a descriptive or narrative writing (24 marks for content, 16 marks for technical accuracy). 50% of the final grade.

### ■ **Paper 2: Writers' viewpoints and perspectives** ( 1 hr 45 mins )

- There is a **Reading** Section based on 2 non-fiction texts – one of which is pre-nineteenth century - (80 marks) and this is comprised of:
  - A true / false (4 marks)
  - A summary question (8 marks)
  - A language question (12 marks)
  - A comparison question (16 marks)
- There is a **Writing** Section - this is a writing task in which students are asked to present a viewpoint (24 marks for content, 16 marks for technical accuracy). 50% of the final grade.







# Homework and Revision

- Educake – online homework and revision platform, focusing on recall and retrieval.
- The English department provide hard copies of revision materials such as booklets in year 11 for key texts and sample exam papers. All resources are shared on Microsoft Teams.





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# Science

**A. Blazewicz-Bell**



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# Course outline

- Most students start year 9 studying the AQA Combined Science course – 9 hours of lessons a fortnight, 3 lessons for each science (unless they are in the ASDAN science group)
- At the end of year 9, some students will move on to the Separate Science pathway, with the majority of students continuing on the Combined Science pathway.
- Across the 3 years, different units are studied and examined at the end of year 11.

Biology	Chemistry	Physics
<ol style="list-style-type: none"><li>1. Cell biology</li><li>2. Organisation</li><li>3. Infection and response</li><li>4. Bioenergetics</li><li>5. Homeostasis and response</li><li>6. Inheritance, variation and evolution</li><li>7. Ecology</li></ol>	<ol style="list-style-type: none"><li>1. Atomic structure and the periodic table</li><li>2. Bonding, structure, and the properties of matter</li><li>3. Quantitative chemistry</li><li>4. Chemical changes</li><li>5. Energy changes</li><li>6. The rate and extent of chemical change</li><li>7. <b>Organic chemistry</b></li><li>8. Chemical analysis</li><li>9. Chemistry of the atmosphere</li><li>10. Using resources</li></ol>	<ol style="list-style-type: none"><li>1. Energy</li><li>2. Electricity</li><li>3. Particle model of matter</li><li>4. Atomic structure</li><li>5. Forces</li><li>6. Waves</li><li>7. Magnetism and electromagnetism</li><li>8. <b>Space physics</b></li></ol>





## For Combined Science, the exam format is as follows:

Biology	<b>Paper 1: 1h 15mins</b>	<b>Paper 2: 1h 15mins</b>
Chemistry	<b>Paper 1: 1h 15mins</b>	<b>Paper 2: 1h 15mins</b>
Physics	<b>Paper 1: 1h 15mins</b>	<b>Paper 2: 1h 15mins</b>

Students will be entered into Higher or Foundation

2 GCSE grades (double award)

Each paper is worth 16.6% of the GCSE

## For Separate Science, the exam format is as follows:

Biology	<b>Paper 1: 1h 45mins</b>	<b>Paper 2: 1h 45mins</b>
Chemistry	<b>Paper 1: 1h 45mins</b>	<b>Paper 2: 1h 45mins</b>
Physics	<b>Paper 1: 1h 45mins</b>	<b>Paper 2: 1h 45mins</b>

Students will be entered into Higher or Foundation for each science subject

3 separate GCSEs

Each paper is worth 50% of the GCSE





# Grading

Course	Tiers	Grading
<b>Combine science</b>	<b>Higher</b>	Two grades overall for science, 9-9, 9-8, 8-8, 8-7, 7-7, 7-6, 6-6, 6-5, 5-5, 5-4, 4-4, 4-3 Below 4-3, graded U
	<b>Foundation</b>	Two grades overall for science, 5-5, 5-4, 4-4, 4-4, 3-3, 3-2, 2-2, 2-1, 1-1 Below 1-1, graded U

Course	Tiers	Grading
<b>Separate science</b>	<b>Higher</b>	One grade for each science between 3-9 Below 3, graded U
	<b>Foundation</b>	One grade for each subject between 1 & 5 Below 1, graded U

- End of unit assessments and mocks for science are also tiered – this helps staff and students identify the appropriate exam tier
- Final tier entry decisions don't happen until yr11





# Course outline

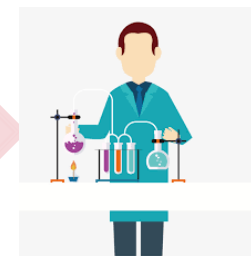
## Questions

- Multiple choice, short answer, extended response
- Range from 1-6 marks



## Practicals

- Mandatory practicals
- Theory behind these experiments
- [www.science-practical-simulator.web.app](http://www.science-practical-simulator.web.app) (code: CTK879)



## Maths skills

- Accounts for 10-30% of the marks
- Fractions, ratios, %, unit conversions, data handling, rearranging equations
- Physics equations





# Study skills

1. Making sense of what the question is asking - understand the meaning of command words – practice exam questions and use the mark schemes.
2. Remembering all the equations, units for different quantities, keywords, facts & definitions as well as the required practicals - practise lots of retrieval/knowledge-based questions (know the facts), use the topic checklists, knowledge organisers and revision guides as well as websites such as [www.cognitoedu.org](http://www.cognitoedu.org) and [www.senecalearning.com](http://www.senecalearning.com)
3. Revisiting content from a long time ago! - revise in bite size chunks, little and often is the best.





# Study skills

1. Access revision resources on Teams
2. Referring to and using the topic checklists in their books for each unit.
3. Action the feedback given to them after each assessment and mock exam – address knowledge gaps sooner rather than later.
4. Use the AQA website to download past papers and mark schemes.
5. Watch videos to recap learning – Cognito and YouTube video tutorials (the two channels freesciencelessons and My GCSE science are a good place to start)
6. Practice lots and lots of retrieval-based questions



Free science lessons  
My GCSE Science







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# Religious Education

R. Lewis

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# Course Outline

- RE is a Core Subject and is not optional at CTK
- Eduqas GCSE Religious Studies Route B
- Year 9
  - Philosophy (pre GCSE preparation)
  - Ethics (pre GCSE preparation)
  - Judaism (25% of GCSE content)
- Year 10
  - Sources of Authority
  - Key Catholic Beliefs
  - The Problem of Evil
  - Eschatology
  - Salvation and Redemption
  - The Catholic Church and Others
- Year 11
  - Expressions of Faith
  - Beliefs in Action





Paper	Foundational Catholic Theology	Applied Catholic Theology	Judaism
Percentage of GCSE	37.5%	37.5%	25%
Time	1hr 30 mins	1hr 30 mins	60 mins
Total Marks	96	96	60
Question Types	<p><b>A - Define</b> - Definition of a key term - 'What is meant by...' <b>(2 marks)</b></p> <p><b>B – Describe</b> - Demonstrate knowledge and understanding by describing a belief, teaching, practice, event etc. <b>(5 marks)</b></p> <p><b>C – Explain</b> - Demonstrate knowledge and understanding of a topic by giving a full explanation including supporting the statements made with reasoning and/or evidence e.g. Explain how... Explain why... Explain the main features of... Explain the importance/significance of... <b>(8 marks)</b></p> <p><b>D – Discuss</b> - Discuss this statement showing that you have considered more than one point of view (you must refer to religion and belief in your answer). Evaluation of a view from more than one perspective. <b>(15 marks)</b></p>		

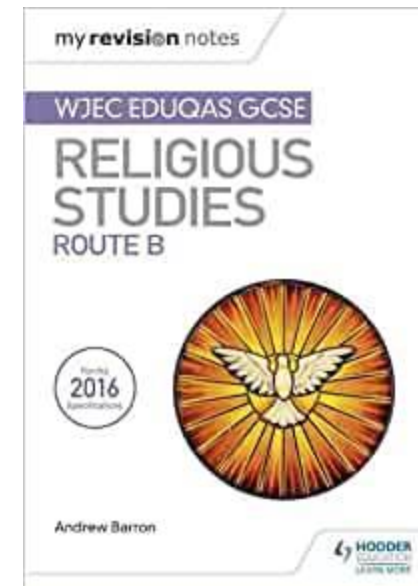




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# Revision

- Students are provided with knowledge organisers for each component of the course by the RE department. These contain all the key knowledge students will need for revision of content as well as some practice questions
- The revision guide for our course is below. Students may opt to also use this resource





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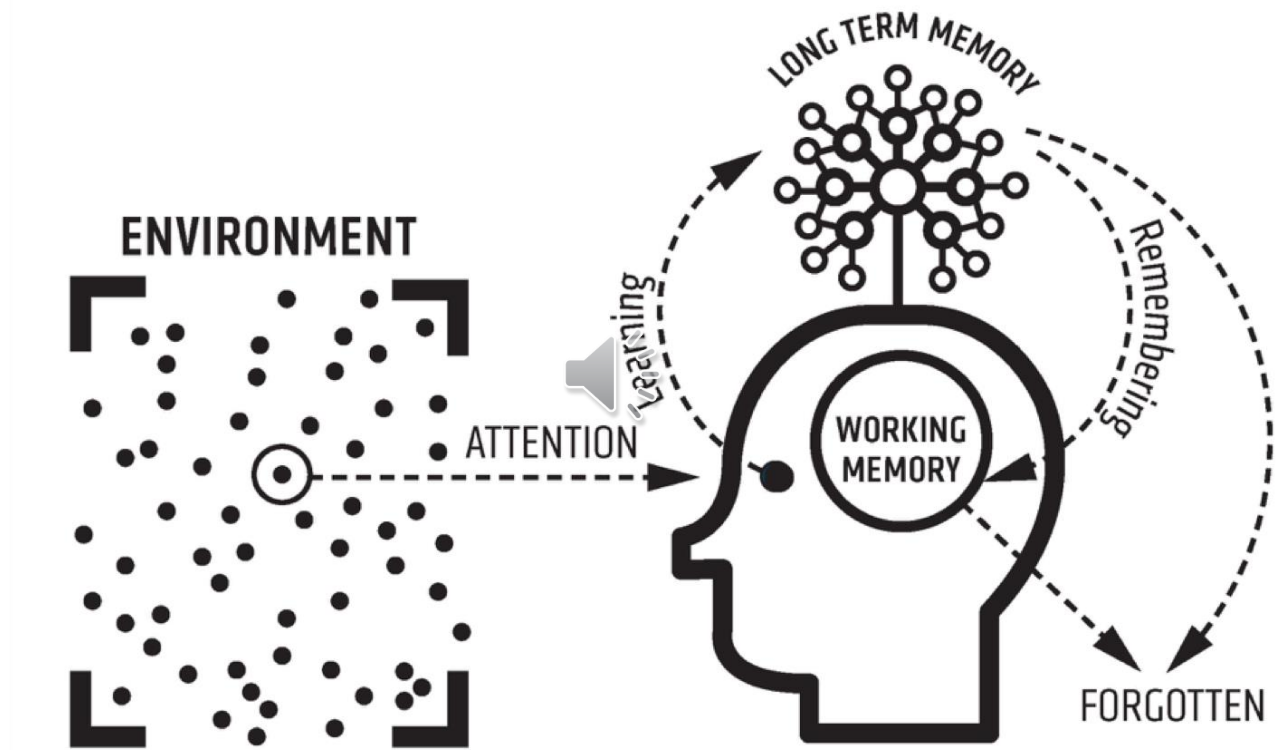
# Getting Revision Ready

Miss Tyrrell

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# Cognitive Science



(Tom Sherrington, 2020)



# Independent Learners

## Building independent learners

Why is it important to develop independent learning skills?

Developing a tutor time curriculum

Core Revision Techniques

Support from teachers and tutors



# Core Revision techniques

Understanding these four core techniques and using them on a regular basis will support you in your revision:

- Flashcards
- Look, cover, write, check
- Mindmaps
- Revision clocks







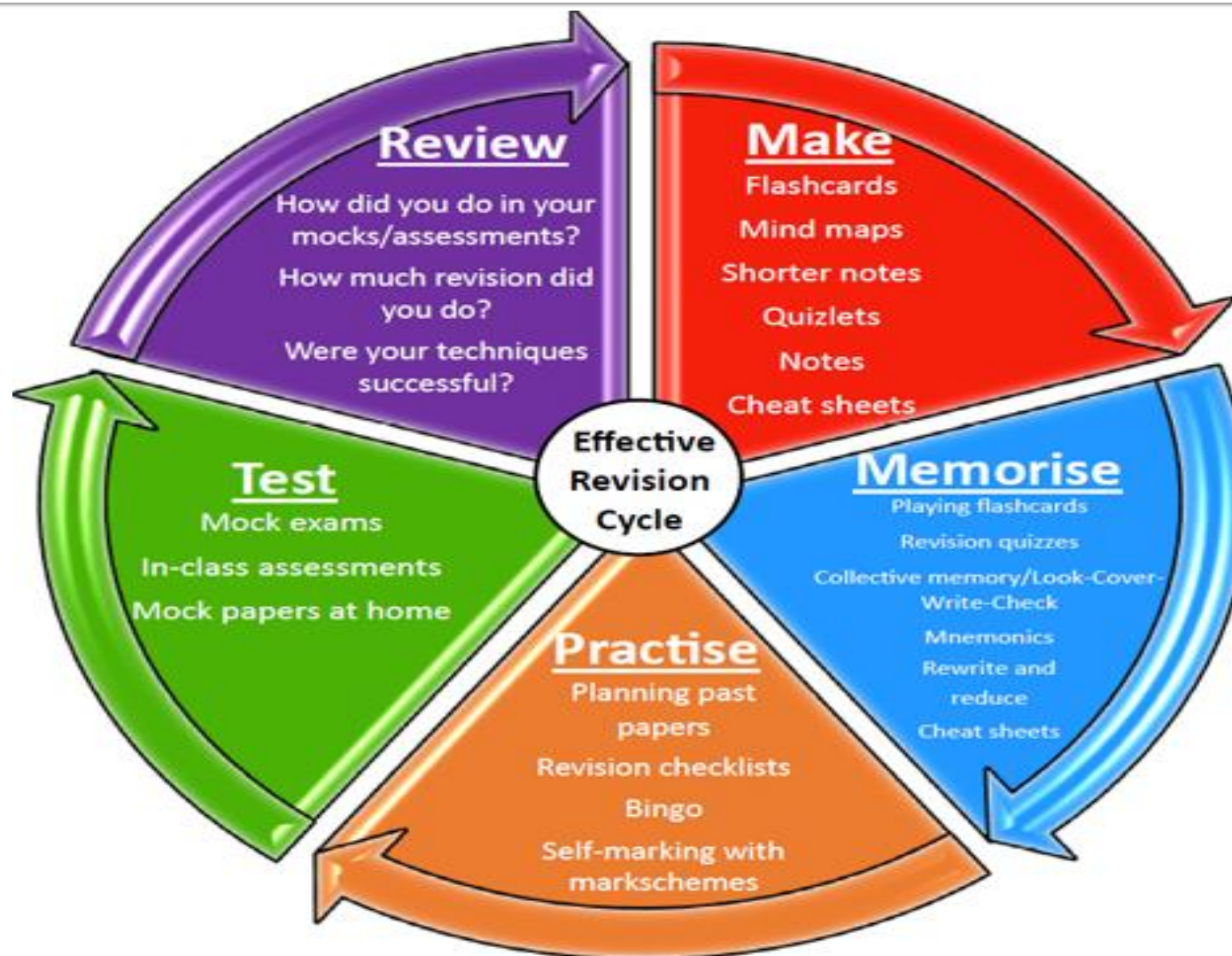
# Timetabling Revision

- You should be starting a revision cycle now
- Revision is not something you should just leave until last minute or a few weeks before you have a test or until Year 11
- Revision should be planned, organised and effective
- Time needs to be built in for leisure and relaxation
- Revision should include a variety of content ranging from recent topics to topics you have covered throughout the course of the year
- If you struggle with a particular topic, keep coming back to it. Don't avoid it
- Create a timetable as soon as possible to maximise study time over the next three years





# The Revision Cycle





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**@ctkcva**