

Year 9: Revision Guide

Summer 2026





Helpful tips for successful revision

- Make sure you know EXACTLY WHAT you need to learn.
- Don't expect the teacher to tell you every question that is on the exam!
- Plan your revision early.
- Make out a revision timetable. There are examples on the next pages.
- You must NOT leave all your revision to the night before. This is unwise.
- Make sure you get plenty of sleep in the weeks and days leading up to your exams.
- There are many different ways to revise so know which works best for you.
- Whichever method you choose, it is a good idea to get someone to ask you what you have learnt. This is how you will know the bits you need to go over again.
- The secret is to be ORGANISED and not to panic!
- Make sure you come to each exam properly equipped e.g., pens, pencil, rubber, ruler, calculator etc.

There are revision planners on the following pages. It is wise to plan a schedule and try hard to stick to it.

You may also have homework to complete during this time.

Good luck!

ASSESSMENT WEEK REVISION

NOTES:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

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TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY





These exams will test what you know, understand and can do.

When you revise, try to understand the notes. Don't try to memorise everything, except maybe in the languages. If you understand, for example, the science notes then you are more likely to remember them. Trying to remember facts that you do not understand is a waste of time.

In order to understand your subject, you must do more than just read your notes. The following examples are some ways you might like to try to understand your notes better:

- **UNDERLINE** or **HIGHLIGHT** important words or sections and make a list of key words and definitions.
- Make a **SUMMARY** of the topic. Some useful methods are:

LISTS: of key facts and key words is a useful way of remembering things.

FLOW CHARTS: a flow chart is a series of short statements connected by arrows. It is useful for summarising a sequence of events.

DIAGRAMS: draw diagrams to summarise important sections or notes. Diagrams are helpful because people find it easier to remember things in pictures. Make your diagram simple and easy to remember. Write the labels well clear of the diagram so that you can cover them up later and test yourself.

- Use previous test papers you have already done. Go over the questions and see if you could do any better now!



Revision Tips and Tricks!

Record it

Record yourself on your phone or tablet reading out the information. These can be listened to as many times as you want!



Teach it!

Teach someone your key facts and then get them to test you, or even test them!



Flash Cards

Write the key word or date on one side and the explanation on the other. Test your memory by asking someone to quiz you on either side.

Hide and Seek

Read through your knowledge organiser, put it down and try and write out as much as you can remember. Then keep adding to it until it's full!



Back to front

Write down the answers and then write out what the questions the teacher may ask to get those answers.



Post its

Using a pack of post-it notes, write out as many of the keywords or dates as you can remember in only 1 minute!

**PRACTICE
MAKES
PERFECT**

Practice!

Some find they remember by simply writing the facts over and over again.

Read Aloud

Simply speak the facts and dates out loud as you're reading the Knowledge Organiser. Even try to act out some of the facts – it really helps you remember!



Sketch it

Draw pictures to represent each of the facts or dates. It could be a simple drawing or something that reminds you of the answer.

Maths



Year 9 – Topic 1 - Learning Intentions

Probability	Tick when complete:	😊	😐	😞
Pupils will be able to:				
Understand and use the language of probability;				
Place events in order of likelihood;				
Understand and use the probability scale from 0 to 1;				
Calculate the probability of an event happening;				
Express probability as a fraction;				
Express probability as a decimal.				
Areas for Development:				

Year 9 – Topic 2 - Learning Intentions

Facts, Figures & Charts	Tick when complete:	😊	😐	😞
Pupils will be able to:				
Construct and interpret conversion graphs;				
Construct and interpret stem and leaf diagrams;				
Find averages (mean, median and mode) and range from a stem and leaf diagram;				
Construct and interpret pie-charts;				
Describe the correlation between two quantities;				
Construct a scatter graph;				
Draw line of best fit on a scatter diagram;				
Use the line of best fit to make an estimate.				
Areas for Development:				

Year 9 – Topic 3 - Learning Intentions

Algebra	Tick when complete:	😊	😐	😞
Pupils will be able to:				
Know the difference between an expression, equation and formula;				
Simplify algebraic expressions by collecting like terms;				
Form algebraic expressions;				
Substitute numbers for letters in an algebraic expression or formula;				
Solve simple linear equations using functions or balance method;				
Find the <u>n</u> 'th term of a sequence;				
**Multiply and divide algebraic expressions;				
**Expand expressions containing single brackets;				
**Factorise simple algebraic expressions;				
**Solve linear equations involving positive and negative terms;				
**Form a linear equation for a problem and use it to solve the problem.				
Areas for Development:				



Year 9 – Topic 4 - Learning Intentions

Fractions, Decimals & Percentages	Tick when complete:	😊	😐	😞
Pupils will be able to:				
Revise material covered in Year 8;				
- Equivalent Fractions				
- Simplifying Fractions				
- Add and subtract fractions; same denominator				
Add and subtract fractions; different denominator denominators				
Multiply two fractions;				
Multiply a fraction by a whole number;				
Divide two <u>fractions</u> ;				
Divide a fraction by a whole number;				
+/-/x/divide mixed fractions				
Use a calculator to add, subtract, multiply and divide fractions;				
Solve problems that involve adding, subtracting, multiplying and dividing fractions;				
Understand the relationship between common fractions, decimals and percentages;				
Convert percentages to fractions and decimals;				
Convert fractions or decimals to percentages.				
Use equivalences between fractions, decimals and percentages to solve problems;				
Arrange fractions in order of size;				
Revise year 8 material; Calculating a Percentage of an amount				
Expressing a quantity as a percentage				
Increase and Decrease Amounts by a Percentage				
**Calculate percentage profit, loss and discount;				
**Calculate simple interest.				
Areas for Development:				

Year 9 – Topic 5 - Learning Intentions

Personal Finance	Tick when complete:	😊	😐	😞
Pupils will be able to:				
Make choices about spending and value for money;				
Understand how holiday currency is arranged and how to calculate conversion rates.				
Compare prices for similar goods with different quantities and identify the better value;				
Understand the difference between a wage and a salary;				
Understand how wages/salaries are calculated (hourly, weekly, annually, bonuses, overtime, commission, piecework);				
Understand the difference between gross pay and net pay;				
Understand what personal allowance, income tax, national insurance and pension contributions (superannuation) are;				
Understand different ways to pay for goods and services and different forms of credit or debit arrangements (hire purchase, VAT);				
Perform calculations related to household bills (electric, <u>telephone..</u>);				
Understand how holiday currency is arranged and how to calculate conversion rates.				
Areas for Development:				



Year 9 – Topic 6 - Learning Intentions

Units of Measure	Tick when complete:	😊	😐	☹
Pupils will be able to:				
Choose and use appropriate standard units to estimate, measure and record length, capacity, volume, 'weight'				
Estimate and measure length, 'weight'/mass, working to an appropriate degree of accuracy;				
Convert from one metric unit to <u>another</u> ;				
Read a variety of measuring instruments;				
**Use, convert and calculate measures involving metric and, where appropriate, imperial units capacity, volume;				
Areas for Development:				

Year 9 – Topic 7 - Learning Intentions

Shape & Angle Properties	Tick when complete:	😊	😐	☹
Pupils will be able to:				
Know the properties of the special types of triangles and quadrilaterals;				
Find missing angles in triangles and quadrilaterals;				
Know the angle properties of parallel and intersecting lines;				
Know what is meant by a regular polygon;				
Differentiate between interior and exterior angles;				
Know that all the sides are equal in a regular polygon and that all the angles are equal;				
Know that an interior angle and an exterior angle add up to 180°;				
Know that the sum of the exterior angles is 360°;				
Know that the sum of the interior angles of an n -sided polygon is $(n - 2) \times 180^\circ$;				
Find the number of sides in a regular polygon if you know the size of each interior or exterior angle;				
Find the exterior or interior angles in a regular polygon if you know the number of sides.				
Areas for Development:				

Year 9 – Topic 8 - Learning Intentions

Plans & Elevations & Scale Drawings	Tick when complete:	😊	😐	☹
Pupils will be able to:				
Recognise 2D representations of 3D shapes;				
Know what is meant by the plan, front view and side view of a shape and draw them;				
Construct the 3D shape given the plan, front and side elevations.				

Class Teachers will give out a Revision Booklet!



Geography - 9GHA, 9EBE, 9EGA, 9DSC

Pupils should be able to define these terms:	Revised? ✓	😊	😐	☹
Population density				
Sparsely populated				
Densely populated				
Population explosion				
Birth rate				
Death rate				
Natural increase				
Push factors				
Pull factors				
Conservationists				
Habitats				
Extinct,				
Endangered,				
Renewable				
Coal				
Oil				
Non - renewable				
Fossil fuels				
Solar				
Geothermal				
Exploration				
Pollution				

Be able to find information about

- Energy Resources/Natural Resources
- Global Warming
- Population Growth
- Migration
- Reasons for Population increase and decrease.
- Factors that affect where people live in the world.
- Population density for Ireland



Geography - 9ADE, 9DQU

Pupils should be able to define these terms:	Revised? 			
Sparsely populated				
Densely populated				
Birth rate				
Natural increase				
Pull factors				
Habitats				
Extinct				
Non - renewable				
Solar				
Pollution				

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- Factors that affect where people live in the world.
- Population density of Ireland



English

In your test you will complete a reading comprehension based on an unseen passage. You will have to answer questions based on the passage.

Key knowledge and skills	Revised? ✓	😊	😐	😞
1. Know how to read for meaning- reading a passage and demonstrate an understanding of what you have read				
2. Be able to begin your answers with a capital letter and end with a full stop. Know that you must use full sentences to answer questions. One-word answers will be marked wrong.				
3. Know how to answer a question using evidence (words) from the passage to support your answer.				
4. Be able to find/locate information from a text to help with your answers.				
5. Be able to use adjectives to describe characters.				
6. Be able to identify the writer's use of the five senses (Sight, sound, Taste, Touch, and Smell).				
7. Be able to identify the techniques used by a writer to engage the reader and be able to explain the effect created by the techniques.				

History



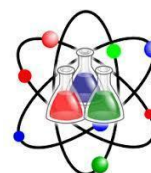
The following areas may be assessed. Check with your teacher to see which will apply to you.

Have you revised...?	Revised? ✓			
Explorers: Ferdinand Magellan/ Christopher Columbus/ Bartholomew Diaz/ Vasco Da Gama				
Reasons why people explored new places – Economic, political , Religious reasons				
Mary Queen of Scots				
The Spanish Armada				
The Plantation of Ulster				
The Flight of the Earls & the Battle of Kinsale				

<https://htchistoryhub.wordpress.com/>



Science



Have you revised...? CHEMISTRY	Revised? ✓			
Atoms and Elements:				
• Structure of an atom				
• Elements				
• Periodic table				
Compounds and Mixtures:				
• Compounds				
• Mixtures				
Simple Chemical reactions:				



• Physical and chemical changes				
• Reactants and products				
• Reactivity				
• Burning				

Have you revised...? PHYSICS	Revised? ✓	😊	😐	😞
Heating and Cooling:				
• Changes of state				
• Conduction				
• Convection				
• Radiation				
• Insulation				
Magnets:				
• Magnetic fields				
• Magnetic materials				
• Attraction and repulsion				
• Electromagnets				
Light:				
• Luminous and Non-luminous objects				
• How light travels				
• Reflection				
• Refraction				
• Spectrum				
• Seeing colours				
Sound:				
• Sound waves				
• How we hear sound				
• Speed of sound				
• Noise pollution				

French



Skills: You will be assessed on **reading** and **translation**.

Assessment format:

- You will be asked to **read texts in French** and **answer questions in English**.
- You will also be asked to **translate short sentences** from **English into French** and from **French into English**.

Content to be revised:

Vocabulary booklet - Pages 1-4

- Breakfast items (food and drink)
- Daily Routine
- Rooms in the house
- Weather
- Where you live (adjectives to describe it)
- Places in your local area
- Things you can do in your area

Top tip!: Many French words are cognates (they look like the English.) You don't need to prioritise these in your revision as you could easily work them out in the exam. Instead, **highlight key words which DO NOT look like the English in your vocabulary booklet and focus on these for your revision.**

Revision Strategies:

- Flashcards
- Read/cover/write/check
- Linguascope (username: htc password: brightbadger99)
- Duolingo
- Quizzes on Google Classroom

Technology



Have you revised...?	Revised? ✓	😊	😐	😞
• Health and Safety • Sketching and rendering • Woods • Hand Tools • Machines • Stages of manufacture of the Toy Train				

Music



Your **music assessment** will be held during your timetabled music class the week before your written tests begin. Your music teacher will tell you the date of your exam.

For your music exam you will have a **solo assessment** on the tin whistle:

Page 28: Tin Whistle Rag

You will also have a **group assessment** on ukulele:

Pop song: Counting Stars by OneRepublic

RE



Have you revised...?	Revised? ✓			
Luke The Evangelist: Term 2, lessons 15-19. Pages 131-141				
Judaism: Term 3 Lessons 8 & 9 Pages 174 - 180				

IRISH



Your exam will be a Listening /Éist exam in your teacher's classroom during your timetabled Irish class between the dates Tues 26th May & Monday 8th June. Your teacher will give you the date & you will be assessed on the following topics-

Revision-

CAITHEAMH AIMSIRE - Hobbies

OPINIONS -

I like/I don't like -Is maith liom/Ní maith liom

I love/I hate -Is breá liom/Is fuath liom

I prefer/I don't mind - Is fearr liom/Ní miste liom

AN TEACH - THE HOUSE -(rooms and items)

AN AIMSIR - THE WEATHER

ÁDH MÓR- GOOD
LUCK! 🍀

