



Christian Brothers' Grammar School

Key Stage 3 Assessment Information

2018-19

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Key Stage 3 Assessment Information

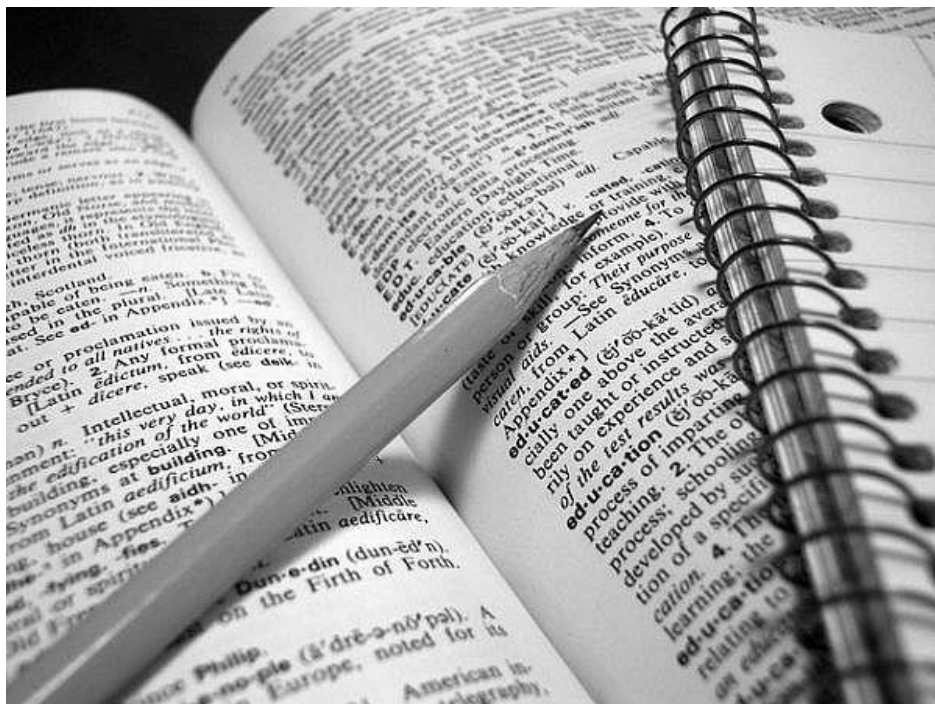
Assessment is an integral part of the Northern Ireland Curriculum. Assessment is part of the teaching and learning process that supports independent learning.

At Key Stage 3 all assessment is teacher-based. This year many of the subject assessments are classroom based with final End of Year Examination. Full written Reports on each pupil will be issued by the end of the summer term. Reports will include the results of assessment in:

- each of the Areas of Learning;
- the Cross-Curricular Skills; and
- other Skills (Thinking Skills and Personal Capabilities).

At the end of Year 10, we will assess and report (using the Levels of Progression) on pupils' achievement in Communication, Using Mathematics and Using ICT.

This booklet contains information about Key Stage 3 (Year 8, 9, 10) Assessments.



Key Stage 3 Subject Assessment Information

Examination Assessments in KS3 – included is the Learning Lists for each Assessment

- English
- Geography
- History
- Irish
- Mathematics
- RE
- Science
- Spanish

Practical & Portfolio Assessments in KS3 – included are the details of Assessment tasks

- Art
- ICT
- Learning for Life and Work
 - Employability, Home Economics, Personal Development, Citizenship
- Music
- PE
- Performing Arts
- Technology

| KS3 | Subjects | Nature of Assessment | Assessment guides |
|-----|---------------------|----------------------|-------------------|
| 1 | Art | Portfolio | Assessment Task |
| 2 | English | Exam | Learning Lists |
| 3 | Geography | Exam | Learning Lists |
| 4 | History | Exam | Learning Lists |
| 5 | ICT | Portfolio | Assessment Task |
| 6 | Irish | Exam | Learning Lists |
| 7 | LLW | Portfolio | Assessment Task |
| 8 | Maths | Exam | Learning Lists |
| 9 | Music | Portfolio | Assessment Task |
| 10 | PE | Portfolio | Assessment Task |
| 11 | Performing Arts | Portfolio | Assessment Task |
| 12 | RE | Exam | Learning Lists |
| 13 | Science | Exam | Learning Lists |
| 14 | Spanish | Exam | Learning Lists |
| 15 | Technology & Design | Portfolio | Assessment Task |

Year 8

KS3 Assessment

Term: 1 & 2 Subject Examinations Classroom based

Subject Continuous Assessments will be examined in the classroom and notification will be given by the subject Teacher.

Term 3:

- Teaching timetabled suspended and Exam Timetabled issued to all students
- Exams commence Monday 3rd – Friday 7th June 2019.

Exam Subjects: English, Geography, History, Irish, Mathematics, Science, Religious Studies, Spanish.

Art

By the end of Year 8, students will have been:

Introduced to the basic elements of:

- 2D and 3D Visual Language and
- Fine Art and Design Artworks

Worked with a variety of materials and learned new processes and techniques such as:

- Drawing
- Painting
- ICT
- Printing
- Ceramic
- Textile media

Evaluated their own performance and have had the opportunity to appreciate the careers and work of other artists, designers and craftworkers.

The main theme for Year 8 will be Change and Growth through exploration of the Visual Language of Art & Design. Students will produce Three Units of Work in the form of a portfolio to include the following:

- **Year 8: Term 1 - Unit 1 Colour & Change**
- **Year 8: Term 2 - Unit 2 Line & Pattern**
- **Year 8: Term 3 - Unit 3 Texture & Tone**

Students will be assessed on their Portfolio consisting of classwork and homework at three stages throughout the year. They will be assessed on their ability to demonstrate the following:

- How well they have used a variety of art materials in a creative manner to produce a skilful outcome in 2 and 3 dimensions.
- How well they present/exhibit their work.
- How well they have grasped understanding and knowledge of topics or Artists they have explored.
- How well they understand and use specialist art language.
- The ability to listen and act on verbal instructions.
- The ability to be able to discuss and self-assess their work.

How you can help:

- Provide your son with the correct art equipment & materials and ensure he comes to class fully equipped.
- Encourage your son to try their best, take extra time and care with their presentation and check your son's homework and classwork to ensure good standards are maintained.
- Ensure your son meets Homework and Assessment Deadlines.

English

Assessment 1 – Character Analysis

In your assessment you will be given a short passage from a novel to read. You will then be asked complete an analysis of the central character from this extract.

Your answer should be structured using the **Point – Quote – Develop (PQD)** format you have been taught in class. It should be a detailed answer which includes the following:

- A range of **characteristics** to describe the character (**Point**)
- Each characteristic should be backed up with evidence from the text (**Quotation/Textual Reference**)
- You should also give a short comment, explaining how the evidence demonstrates the characteristic (**Development**)

Tips! When analysing the character, it is important that you pay close attention to the following:

- The way character reacts to other characters in the scene – what he **says** and what he **does**
- The **words** the author uses to describe the character

Assessment 2 – Empathy Writing

You will complete an **empathy** task for your assessment. This means you will put yourself in the place of one of the characters in your novel and write from their point of view, as if you were the character.

When completing this type of writing task you need to:

- Think about the **thoughts** and **feelings** of the main characters at this point in the novel
- **Explore** and **develop** these thoughts and feelings in detail in your writing
- Use a range of **descriptive** and **effective** language to express these thoughts and feelings
- Capture the **character** and **personality** of the character through your writing
- Write in **clear** and **fluent sentences** with **accurate spelling, punctuation and spelling**
- Proof-read all your work to check for errors

*Plan your work carefully before you begin writing

Assessment 3 – Analysing an Advertisement

For your assessment, you will analyse an advertisement and present your findings to the class.

You should complete all class work and homework activities to the best of your ability to prepare for this.

Some key terms to think about are:

- Advertisement
- Purpose
- Audience
- Colour
- Pictures
- Logo
- Slogan
- Persuade
- Convince
- Words and phrases

Assessment 4 – Creative Writing

For your assessment you will have to write a story based on a given title.

You should complete all class work and homework to the best of your ability to prepare for this.

To create an interesting story, you should:

- Plan your writing.
- Your plan should have 3 main parts – beginning, middle and ending.
- Use descriptive words and phrases to create a picture in the mind of the reader. Describe the setting and your main characters.
- Try to use adjectives and encourage the reader to use their senses.
- Describe the thoughts and feelings of your main character
- Aim to create an opening that will grab the reader’s attention, e.g. a dramatic incident or description of setting or character.
- Think carefully about how you will end your story. Will there be an unexpected twist, a lesson learnt or a dramatic incident?
- Take care with spelling, punctuation and grammar.
- Proof-read your work.

Assessment 5 - Poetry

You have studied the following poems in class and you will analyse one of them in your exam:

- The Bully Asleep by John Walsh
- Timothy Winters by Charles Causley

You should complete all class work and homework exercises to the best of your ability to prepare for your test.

Some key terms to revise are:

- Narrative poetry
- Similes
- Metaphors
- Rhyming couplets
- Alternate rhyme
- Tone



Geography

Assessment 1

To understand the difference between human and physical geography.
To know the continents
To understand how the world is divided up
To be able to draw a bargraph

Assessment 2

Mapwork skills
To know the Geography of Ireland and the British Isles
To be able to draw or interpret a graph

Assessment 3

Ordnance Survey map work skills
Symbols
4 Figure Grid References
6 Figure Grid References
Direction
Measuring Distance
To be able to interpret a graph

Assessment 4

The Geography of the UK and Ireland
Latitude and Longitude
OS mapwork
Settlement
Rocks
To be able to draw or
interpret a graph



History

Historical Skills

Sources of evidence – primary & secondary & examples

Types of sources & examples

Bias – what is bias; recognising bias; why is it still useful

Time & Chronology

Fact & Opinion

Anachronisms

The Normans

Who were the Normans?

The Causes of the Battle of Hastings

The Events and results of the Battle of Hastings

Castles

Motte and Bailey Castles

Castle Attack

Castle Defence

The Normans in Ireland

Why did the Normans come to Ireland?

Dermot of the Foreigners

John de Courcy

The Plantation of Ulster

What were the Plantations?

Why did the Plantation of Ulster happen?

What was the impact of the Ulster Plantation?



ICT

Introductory Program

Introduction to CBS and C2K Network
Remote Access
File organisation
Email
Word Processing

Project One - Internet Safety

What is cyber bullying?
Types of cyber bullying
How to be safe online – SMART rules

Project Two – Game Making – Kodu

An introduction to Visual Programming;
Iterative Design
Logic and problem solving
Conditions and sequences

Irish

Assessment 1

(November 2018)

Greetings
Classroom Instructions
Personal Details: Name, Age, Where you live, School & Class
Colours (including Hair colour & Eye colour)
Adjectives to describe people - tall/thin/young/talkative/clever/etc.
Numbers (including personal numbers)
Months of the Year
Days of the Week

Assessment 2

(February 2019)

Daily routine
Names of food
Verbs to describe a typical school day
Pastimes (likes and dislikes)

Assessment 3

(June 2019)

Classroom objects & describing position of objects
School subjects (likes and dislikes)
The time
The weather

Learning for Life and Work

Introduction to Home Economics

Hygiene in the kitchen

Safety in the kitchen

Washing up routine

The cooker – label parts

The uses of a range of equipment used in school and in the home.

Healthy Eating

Why we eat food

Nutrients and their function

Five food groups on the balanced plate

Identify the food in the Eat most, moderately, least section of the pyramid

Portions of foods we are recommended to eat.

Healthy Eating guidelines

Personal Development

Feelings and Emotions

Managing Influences and Making decision

Self-concept

Managing Change

Citizenship

Diversity around me

Understanding different cultures

Living in an ethnic group

Human rights and social responsibility

Portfolio based assessment – students will complete a range of written and practical tasks through the term

Employability

Assessment: Portfolio: Enterprise and Entrepreneurship – Students will be given a booklet to complete in class and for homework.

Topics include:

- What is enterprise
- Enterprising Qualities
- Advantages & Disadvantages of entrepreneurship
- Innovation
- Personal Reflection of Students' on entrepreneurial characteristics
- Generating ideas for a new business



Mathematics

Assessment 1(Halloween): Questions will be set on the topics below

1. Rounding Numbers
2. Properties of Numbers
3. Co-ordinates
4. Fractions, Decimals & Percentages
5. Negative Numbers

Assessment 2(Christmas): Questions will be set on some or all of the topics below

1. Rounding Numbers
2. Properties of Numbers
3. Co-ordinates
4. Fractions, Decimals & Percentages
5. Negative Numbers
6. Fractions
7. Decimals
8. Percentages
9. Order of Operations – BIDMAS

Assessment 3(Mid-Term/Easter): Questions will be set on some of the topics below

1. Rounding Numbers
2. Properties of Numbers
3. Co-ordinates
4. Fractions, Decimals & Percentages
5. Negative Numbers
6. Fractions
7. Decimals
8. Percentages
9. Order of Operations – BIDMAS
10. Using a Calculator
11. Rules of Algebra
12. Solving Equations
13. Substitution into Formula
14. Direct Proportion
15. Angles
16. Pie Charts

Assessment 4(Summer): Questions will be set on some of the topics below

1. Rounding Numbers
2. Properties of Numbers
3. Co-ordinates
4. Fractions, Decimals & Percentages
5. Negative Numbers
6. Fractions

7. Decimals
8. Percentages
9. Order of Operations – BIDMAS
10. Using a Calculator
11. Rules of Algebra
12. Solving Equations
13. Substitution into Formula
14. Direct Proportion
15. Angles
16. Pie Charts
17. Perimeter, Area and Volume
18. Straight Line Graphs
19. Metric and Imperial Units
20. Averages and Range
21. Probability
22. Rotational Symmetry
23. 3D Objects and Nets

Music

Music Assessment Tasks will include: listening to music, performing (tin whistle, keyboard, and any instrument that a pupil is learning) and composing.

Term 1

- Elements of Music
- Exploring Rhythm (Latin Beat)
- Tin whistle

Term 2

- Pentatonic Music
- Instruments of the Orchestra
- Tin whistle

Term 3

- Voice works
- Form and Structure
- Tin whistle



P.E.

Pupils in Key Stage 3 will undertake a broad range of activities throughout the school year. Pupils will be formally assessed in five different activities, while recognition will also be given to pupils who excel in non-assessed activities in their final grade at the end of the school year. Below are the areas which are being formally assessed.

Gaelic Football

Week 1: Ball Familiarisation & Pick-up
Week 4: Soloing
Week 7: Conditioned/Full sided games

Week 2-3: Passing (Fist & Kick)
Week 5-6: Tackling

Rugby

Week 1-2: Passing & Support Running
Week 5-6: Ruck & Maul

Week 3-4: Tackling
Week 7: Conditioned/Full sided games

Soccer

Week 1: Ball Familiarisation & Dribbling
Week 4-5: Heading & Shooting

Week 2-3: Passing & Control
Week 6-7: Conditioned/Full sided games

Basketball

Week 1-2: Ball Familiarisation, Dribbling & Footwork
Week 5-6: Shooting

Week 3-4: Passing
Week 7: Conditioned/Full sided games

Fitness Testing

Week 1: Explosive Power – Broad Jump test
Week 2: Flexibility – Sit & Reach test
Week 3: Strength Endurance – Press-Ups & Sit Ups tests
Week 4: Strength Endurance – Plank test
Week 5: Aerobic Endurance - Yo-Yo test
Week 6: 20m Speed test



Performing Arts

Assignment 1 Superheroes/Gesture and Movement

By the end of this unit of work you should be able to:

- Carry out effective research
- Think and write creatively
- Work in groups effectively

Perform using the following drama skills:

- Ability to learn lines
- Ability to use gesture and movement
- Ability to stay in character

Assignment 2 Mime and Mask

KNOW what mime is

UNDERSTAND some of the skills and techniques that are necessary for a good mime

- Develop movement and gesture skills – with a focus on developing a character through movement and mime.
- Gain knowledge and understanding of the genre ‘Silent Movie’.
- Students demonstrate the knowledge and skills to explore the uses of masks in mime.
- Students explore mask and characterisation through mime - using only gesture and movement to communicate with their audience.
- Students are able to present a performance using mask and mime to convey meaning to their audience.
- Students critically reflect on their own performance and the performance of others.

Assignment 3 Explorative Strategies

- To understand the Explorative Strategies of Still Image/ Freeze Frame/ Tableau.
- To know how to use these Explorative Strategies.
- To be able to create scenes based on stimuli.
- To understand the Explorative Strategy of Thought-Tracking.
- To enhance pupils’ understanding of thought tracking as an explorative strategy in Performing Arts.
- To use the theme of crime to stimulate performance activities.
- To explore physicality and vocal expression to create realistic and believable characters Pupils’ understanding of hot-seating as an explorative strategy in Performing Arts.
- To use recognisable media sources as a method for stimulating understanding and practical participation.
- To enhance pupils’ understanding of hot-seating and cross-cutting as explorative strategies in Performing Arts.
- Pupils should be able to create scenes based on their own experiences.
- Pupils consider performance and production techniques that can be used to show climax in a performance;
- Pupils implement production and performance techniques in practical task,
- Pupils identify climax in script activities.

R.E.

Assessment 1 The life and legacy of Edmund Rice

Assessment 2 The Bible

The Bible Learning List- December Assessment.

- **Definitions:** Bible, Sacred Scriptures, revelation, inspiration.
- **The Old Testament:** Number of books, name of the four sections, examples of books and stories in each section.
- **The New Testament-** Number of books, name of the four sections, examples of books and stories in each section.

Assessment Task 3 Palestine at the Time of Jesus

Produce a Tourist Brochure entitled “Take a Trip to Palestine” The brochure should promote the country of Palestine shortly after the death of Jesus. There are three parts to this task.

Part 1

Knowledge and Understanding of the following:

1. History/Politics at the time of Jesus (EG Romans – Zealots-Religious leaders)
2. Jewish Religious Beliefs/Festival
3. Housing and schooling
4. Geography – A Map of Palestine at the time of Jesus-landscape
5. Temple

5 marks for each topic comprehensively covered (**Total 25 Marks**)

Part 2

Independent Research

Google search engine: “Palestine at the time of Jesus” for other interesting facts: example Transport – Currency – Traditions-Language –Housing- Food Climate – Weather

(5 marks) for each independent example (**Total 10 Marks**)

Part 3

Use of ICT Skills and Overall Presentation

1. Layout/headings
2. Images
3. Word processing
4. Spelling
5. Map

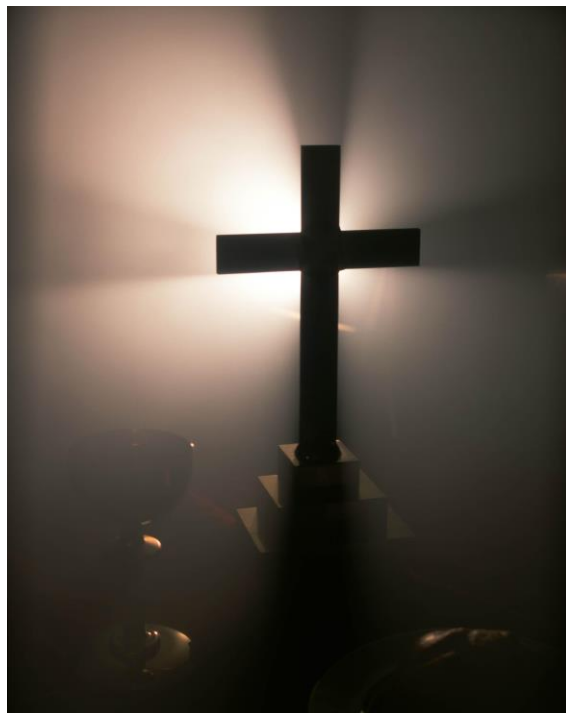
(3 marks) for each (**Total 15 Marks**)

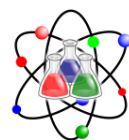
Assessment Task 4 Summer Exam June 2019

Remediation Year 8 Post Exam Learning June 2019

- The Bible Lessons 7- 15 Pages 24-40
- Sacraments- What is a sacrament? How many? Lesson 17 pages 47
- Baptism Lessons 16-18 Pages 42-47
- Confirmation Lessons 19-23 P.49-58
- Parables lesson 15 p. 108-116
- Suffering/death/ resurrection lesson 23-29
- Pages 126-138
- Edmund Rice Life Lessons September
- Prodigal Son Lesson 20 Page 118
- Christians view of wealth lesson thought out years teachings

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- Sacraments- What is a sacrament? How many? Lesson 17 pages 47
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- Confirmation Lessons 19-23 P.49-58
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- Pages 126-138
- Edmund Rice Life Lessons September
- Prodigal Son Lesson 20 Page 118
- Christians view of wealth





Science

You are introduced to the skills required for Science using your introductory booklet, **Introduction to Science**. You will learn about the principles of science in the following sections:

- What is Science?
- Safety in the laboratory
- Science Skills, Reading a thermometer
- Measuring volumes, masses
- Research Scientists
- Careers in Science – names of science jobs
- Introduction into investigations, Bunsen burner heating water using two different flames, plan a table and draw a graph.

You will now complete the rest of the KS3 Science course to prepare you for GCSE Science. A very important part of Science is the ability to carry out an experiment and find out what the results mean. You will learn how to do this over the next three years.

You will find out how to:

- Identify the **dependent, independent and controlled variables** in an investigation
- Suggest a **Prediction** for investigation
- Plan a **method** to allow your prediction to be tested or to allow an analysis to be carried out;
- Carry out a **risk assessment** on all planned practical activities – what are the dangers?
- Select **equipment or apparatus** that is suitable and will contribute to obtaining accurate results;
- Produce a **results table** with appropriate headings (and units if appropriate) for recording a wide range of appropriate raw data including observations and deductions;
- Draw a **diagram** of the apparatus used in an experiment; and
- Demonstrate knowledge and understanding of the steps that must be taken to ensure the **validity** of the practical process and the **reliability** of data collected.

The information for the following topics will be provided in booklets that you will keep in project files.

| Further Booklet topics | Learning Complete |
|--|-------------------|
| Microscopes and cells, organs and systems, organisms, characteristics of living organisms (MRS GREN) | |
| Magnets and simple series circuits, conductors and insulators | |
| States of matter | |
| Acids and alkalis and neutralisation | |
| Life cycles , plant reproduction and human reproduction | |
| Forces and friction | |

Spanish

Topics studied in Year 8:

Term1:

- Name, age, birthday etc.
- Numbers 1-1000
- Days
- Months
- The alphabet and how to spell names
- Ask and give personal details

Term 2:

- Understand classroom instructions
- Know the classroom objects
- Colours
- School subjects and likes/dislikes

Term 3

- Food and drink
- Being able to understand a menu
- Communicate with a waiter

Assessment 1 - end of November based on first term's topics

Assessment 2 - end of February based on topics from term 2

Assessment 3 - Summer exam on all topics covered in Year 8

Technology

Yr. 8 Design and Technology – projects will be delivered in a different order so resources can be shared

Term 1 - September-December

Content breakdown

- Tools Focus – Coat hook project made from wood
- Health and Safety – Tools and equipment
- Manufacturing – Tenon saw, Bandfacer, Pillar drill
- Testing and evaluating

End of unit assessment:

Evaluate own and others work using KS3 assessment objectives

Written assessment on Health and Safety

Reflect on progress -self evaluation

Term 2- January-April

Content breakdown

- Key fob torch incorporating:
- Electronics – Theory & Practice - LED Circuit
- Graphics – sketching, design, rendering acrylic
- Manufacturing – Coping saw, File, Polisher, soldering iron
- Evaluation – self and peer

End of unit assessment:

Evaluate own and others work using KS3 assessment objectives

Term 3 - May-June

Content breakdown

- Solidworks – Introduction to CAD
- Commands and Icons
- Completion of Lego brick task

End of unit assessment:

Storyboard style assessment



Year 9

KS3 Assessment

Term: 1 & 2 Subject Examinations Classroom based

Subject Continuous Assessments will be examined in the classroom and notification will be given by the subject Teacher.

Term 3:

- Teaching timetabled suspended and Exam Timetabled issued to all students
- Exams commence Monday 3rd – Friday 7th June 2019.

Exam Subjects: English, Geography, History, Irish, Mathematics, Science, Religious Studies, Spanish.

Art

By the end of Year 9, students will have -

Developed further core skills in the basic elements of:

- 2D and 3D Visual Language and
- Fine Art and Design Artworks

Experimented further with a variety of materials and learned new processes and techniques such as:

- Drawing
- Painting
- ICT
- Ceramic and semi rigid media
- Textile media

Evaluated their own performance and have had the opportunity to appreciate the work and careers of other artists, designers and craft workers.

The main theme for Year 9 is World Art and students will produce Three Units of Work in the form of a portfolio to include the following:

- **Year 9: Term 1- Unit 1 Art of Ireland**
- **Year 9: Term 2- Unit 2 Art of other Cultures**
- **Year 9: Term 3- Unit 3 People of Ireland & the World**

Students will be assessed on their Portfolio consisting of classwork and homework at three stages throughout the year. They will be assessed on their ability to demonstrate the following:

- How well they have used pencils, paint, ICT, semi rigid media and textiles in a creative manner to produce a skilful outcome in 2 and 3 dimensions.
- How well they present/exhibit their work.
- How well they have grasped understanding and knowledge of topics or Artists they have explored.
- How well they understand and use specialist art language.
- The ability to listen and act on verbal instructions.
- The ability to be able to discuss and self-assess their work.

How you can help:

- Provide your son with the correct art equipment & materials and ensure he comes to class fully equipped.
- Encourage your son to try their best, take extra time and care with their presentation and check your son's homework and classwork to ensure good standards are maintained.
- Ensure your son meets Homework and Assessment Deadlines.

English

Assessment 1 – Fiction Comprehension

In your assessment you will be given a short passage from a novel to read. You will then be asked complete a series of questions based on from this extract.

Question 1 & 2 – Simple knowledge based questions – 5 marks each

Question 3 - Character Analysis – Worth 10 marks

You will be asked what you learn about one of the characters in the passage

Question 4 - Appreciation of the writer's craft – Worth 10 marks

You will be asked to identify and comment on the techniques used by the author to create a particular effect in the story e.g. tension, excitement, pressure, humour etc...

You should use the Point – Quote - Develop format you have been taught in class to answer questions 3 and 4.

Assessment 2 – Empathy Writing

You will complete an empathy task for your assessment.

This means you will put yourself in the place of one of the characters in your novel and write from their point of view.

You should complete all class work and homework activities to the best of your ability to prepare for this.

Focus on:

- The main characters in your novel, make sure you know the role they play in the storyline
- Think about the thoughts and feelings the main characters are feeling at key points in the novel
- Using descriptive language
- Proof-reading all your work to check for errors
- Using accurate paragraphs, punctuation and spelling
- Focus on planning – use bullet points

Assessment 3 – Non-Fiction Writing

For your assessment you shall work in groups to create a BBC News Report based on a poem.

You should complete all class work and homework to the best of your ability to prepare for this.

- Plan your writing
- Use the Inverted Pyramid to structure your article
- Try to make your report persuasive through use of some of the techniques listed
- Questions
- Rule of three
- Alliteration
- Repetition
- Personal pronouns
- Lists
- Facts and statistics
- Emotive Language
- Be as confident as possible!

Assessment 4 – Creative Writing

You have studied the features of short stories in class. You will now create your own short story using the techniques learnt in class.

- Plan your writing.
- Your plan should have 3 main parts – beginning, middle and ending.
- Use descriptive words and phrases to create a picture in the mind of the reader. Describe the setting and your main characters.
- Try to use adjectives and encourage the reader to use their senses.
- Describe the thoughts and feelings of your main character
- Aim to create an opening that will grab the reader’s attention, e.g. a dramatic incident or description of setting or character.
- Think carefully about how you will end your story. Will there be an unexpected twist, a lesson learnt or a dramatic incident?
- Take care with spelling, punctuation and grammar.
- Proof-read your work.

Assessment 5 - Poetry

You have studied the following poems in class and you will analyse one of them in your exam:

- The Daffodils by William Wordsworth
- Lake Isle of Innisfree by WB Yeats
- Nettles by Vernon Scannell

You should complete all class work and homework exercises to the best of your ability to prepare for your test.

The poems can be found online or at: Lpool – English – Key Stage 3 Poetry

Some key terms to revise are:

- Personification
- Tone
- Hyperbole
- Metaphors
- Similes
- Rhyming couplets
- Alternate rhyme

Geography

Assessment 1

1. To be able to describe world population change since 1700
2. To be able to explain the factors affecting both the birth rate and death rate
3. To be able to calculate natural population change
4. To interpret population pyramids

Assessment 2

1. To be able to interpret a choropleth map
2. To understand the factors affecting population density
3. Push/ Pull and barriers to migration
4. To understand the impact of migration

Assessment 3

1. The difference between weather and climate
2. How to measure weather characteristics
3. Cloud types
4. Factors affecting the climate of Europe
5. Interpreting climate graphs

Assessment 4

1. Population
2. Weather and climate
3. Rivers



History

The Famine

The Causes of the Famine

The Events of the Famine

The Effects/Results of the Famine

Unionism and Nationalism

Unionists

Irish Nationalists

key elements that make up any form of Nationalism

Constitutional/Revolutionary Nationalists

The United Irishmen

The Robert Emmett Rebellion

The Young Irelanders

The Fenians

Daniel O'Connell

Why did Ulster Unionists oppose Home Rule? Political, Religious, Economic

The Easter Rising

The Causes of The Easter Rising

The Leadership of The Easter Rising

The Events of The Easter Rising

The Effects of The Easter Rising

The War of Independence

The Anglo Irish Treaty

ICT

Project One - Movie & Sound Editing (Audacity & Movie Maker)

Skills included

Sound Editing

Importing/Exporting various file types

Editing – Cut/Copy/Duplicate/paste

Effects – Speed/pitch/bass/tempo/silence/fade in/fade out

Recording

Image Manipulation

Layers

Tools

Movie Editing

Green Screen

Storyboard/Timeline

Media manipulation – graphics/audio

Credits/text overlay

Transition/effects

Importing/Exporting

Narration

Project Two –Graphical Programming (Scratch)

Storyboarding

Building block programming

Media manipulation – Graphics/animation/audio

Evaluation



Irish

Assessment 1 (November 2018)

Daoine Eile (Describing other people)

Understand and give personal details such as:

Name/Surname

Age

Placenames (where live)

Numbers (1,2,3.../ 1st,2nd,3rd.../amháin, beirt, triúr...).

Physical description of different people (including parts of the body and colours).

Characteristics - adjectives to describe people

An Aimsir (Weather)

Describe different types of weather

Temperature

Bhí/ Tá/ Beidh (the weather was/is/will be)

Placenames

Assessment 2 (February 2019)

Slainte

Parts of the body

Feelings/Emotions

Health and sickness

Assessment 3 (June 2019)

An Teach

Description of House:

Type of House

Number & Names of rooms

Furniture

Describe a room in detail

Garden/garage

Laethanta Saoire (Holidays)

Names of countries

Holiday accommodation

An Ghaeltacht



Learning for Life and Work

Home Economics

Food Hygiene and Safety

The importance of personal hygiene when handling food

The conditions required for the growth of bacteria

Recognise the significance of cross contamination

Identify high risk foods

Understand the importance of temperature/time control.

Awareness of good practises used in the preparation and storage of food

Healthy Eating – Eat most foods - cereals, bread

Healthy diet pyramid – Identify ‘Eat Most Foods’

Learn the six cereals and their uses in the diet.

Label the structure of the wheat grain.

Recognise the value of bread in the diet – Brown, white etc.

Identify different breads around the world.

Understand the importance of eating breakfast.

Value of breakfast cereals in the diet.

Foods suitable for breakfast.

Personal Development

Feelings and Emotions

Managing Influences and Making decision

Self-concept

Managing Change

Citizenship

Understanding Exclusion

Towards equality

Diversity and Inclusion

Belonging to a group

Democracy

Community Action

Portfolio based assessment – students will complete a range of written and practical tasks through the term

Employability

Assessment: Portfolio – Preparing for Your Future

Students will be given a booklet to complete in class and for homework.

Topics include:

- Occupational Sectors
- Identifying & Researching career ideas within four occupational sectors – one of these will be of the students’ own choosing
- Developing personal qualities, skills and hobbies that will be useful for the world of work
- What to expect from the world of work
- Career Planning- Applying for student’s ‘ideal job’



Mathematics

Assessment 1(Halloween): Questions will be set on the topics below

1. Negative Numbers
2. Sequences and Formulae
3. Formulae and Expressions
4. Pythagoras' Theorem
5. Properties of Numbers

Assessment 2(Christmas): Questions will be set on some or all of the topics below

1. Negative Numbers
2. Sequences and Formulae
3. Formulae and Expressions
4. Pythagoras' Theorem
5. Properties of Numbers
6. Rules of Algebra
7. Solving equations with brackets
8. Area
9. Percentage Change

Assessment 3(Mid-Term/Easter): Questions will be set on some of the topics below

1. Negative Numbers
2. Sequences and Formulae
3. Formulae and Expressions
4. Pythagoras' Theorem
5. Properties of Numbers
6. Rules of algebra
7. Solving equations with brackets
8. Area
9. Percentage Change
10. Drawing graphs
11. Fractions
12. Bearings and Scale Drawing
13. Constructing Triangles

Assessment 4(Summer): Questions will be set on some of the topics below

1. Negative Numbers
2. Sequences and Formulae
3. Formulae and Expressions
4. Pythagoras' Theorem
5. Properties of Numbers
6. Rules of Algebra
7. Solving equations with brackets
8. Area
9. Percentage Change
10. Drawing Graphs
11. Fractions
12. Bearings and scale drawing
13. Constructing Triangles
14. The circle
15. Volume
16. Reflection
17. Enlargement
18. Rotation
19. Translation
20. Ratio and Proportion

21. Averages
22. Scatter graphs & Line of Best Fit
23. Probability
24. Stem and leaf Diagrams
25. Calculations with Decimals
26. Using a calculator and BIDMAS

Music

Term 1

Reggae
Hooks and Riffs
Tin whistle

Term 2

Jazz and Blues
Variations
Tin whistle

Term 3

African Music
Irish Traditional Music
Tin whistle

P.E.

Pupils in Key Stage 3 will undertake a broad range of activities throughout the school year. Pupils will be formally assessed in five different activities, while recognition will also be given to pupils who excel in non-assessed activities in their final grade at the end of the school year. Below are the areas which are being formally assessed.

Gaelic Football

Week 1-2: Pick-up & Passing
Week 4-5: Tackling & Blocking
Week 7: Conditioned/Full sided games

Week 3: Soloing
Week 6: Shooting

Rugby

Week 1-2: Pick-up & Passing
Week 4-5: Tackling & Blocking
Week 7: Conditioned/Full sided games

Week 3: Soloing
Week 6: Shooting

Soccer

Week 1-2: Passing, Dribbling & Control
Week 5-6: Tackling

Week 3-4: Heading & Shooting
Week 7: Conditioned/Full sided games

Basketball

Week 1-2: Dribbling & Footwork
Week 5-6: Shooting

Week 3-4: Passing
Week 7: Conditioned/Full sided games

Fitness Testing

Week 1: Explosive Power – Broad Jump test
Week 2: Flexibility – Sit & Reach test
Week 3: Strength Endurance – Press-Ups & Sit Ups tests
Week 4: Strength Endurance – Plank test
Week 5: Aerobic Endurance - Yo-Yo test
Week 6: 20m Speed test

Performing Arts

Assignment 1

Working with the Voice
Accent and Dialect



- By the end of this Unit of Work pupils will know, understand and be able to communicate;
- The basic functions for using your voice as an actor
- How a character can be modified through use of tone, pitch, volume and pace.
- The components of accent and how they can be utilised to enhance a character or situation
- The attitudes towards accent; character judgement, people's opinions, social status, individuality and influence.
- Develop and present an accent that is not your own through performance

Assignment 2

Improvisation

Exploring

Stanislavski as Practitioner

- Be able to understand the basic rules of creating a character in a naturalistic way.
- Be able to build three-dimensional characters using very basic theories of the theatre practitioner Stanislavski.
- Be able to produce a basic improvisation of the character using the skills and knowledge gained across the unit of work in its development.

Drama Skills used:

Role on the wall Know and Guess
Switching Roles Given Circumstances
Writing in Role
Freeze Framing / Thought in the head
Creating Scene outside drama
Re-enactment Magic If
Forum Theatre Units and Objectives
Character summary
Body Language
Facial Expression
Accent/language
Attitude/intention
Gesture
Movement

Assignment 3

Technical Theatre

Stage and Set Design

Pupils will become familiar with types of performance spaces.

Pupils will learn to recognise types of stage designs and their uses.

Pupils will design their own stage sets.

Pupils will consider how set design can create an illusion or impression of a given time or circumstances.

Pupils will learn to recognise types of set designs and their uses.

Pupils will gain an introductory knowledge of stage lighting.

Pupils will gain knowledge of the history and benefits of good stage lighting.

Pupils will be familiar with the technical terms involved.

Pupils will listen to an extract from a radio play and learn to identify sound effects.

Pupils will write their own radio play incorporating their own sound effects into it.

Pupils will produce their own stage design as part of their final assessment at end of unit.

Pupils will work effectively in groups to produce a miniature stage set, and preparation portfolio evidence

R.E.

Assessment Task 1

Year 9 Learning List Assessment One

Creation

- Examine one scientific theory on the development of the universe.
- Revise the biblical account of Creation and what it teaches Christians about God and the universe.
- Appreciate what it means to be created in the image and likeness of God.

Responsible for the Earth

- Explore human responsibility in relation to being stewards of God's Creation
- Explore the main issues concerning the environment today
- Examine the role of humanity in causing and contributing to the environmental crisis
- Explore and evaluate five strategies for caring for the earth (Five 'R's')

Assessment Task 2

Assessment Learning List

- The Exodus story
- God's covenant with the Jews.
- The Ten Commandments and Jesus' teaching
- The importance of rules in our lives
- Applying the Ten Commandments to modern day situations
- Morality

Assessment Task 3

Leadership and disputes in the Early Christian Church

Learning List.

- Conflict among the followers of Jesus
- The Split between East and West
- The Orthodox Church today
- Similarities and differences between the Catholic and Orthodox churches
- Worship in the Orthodox Church
- Inside an Orthodox Church
- Sacraments in the Orthodox Church
- Problems in Western Christianity- Indulgences
- Martin Luther
- Comparing Catholic Church teaching with the teaching of Martin Luther

Assessment Task 4

Year 9 Summer Test- Learning List.

Write out Ten Commandments – P54

Similarities and differences between Orthodox and Catholic Church P97

Section One: Creation

- Christian Beliefs about God and the Universe
- Caring for the Earth

Section Two: Morality

- The Ten commandments
- Conscience
- Sin

Section Three: The Christian Churches

- The Great Schism
- The Orthodox Church
- Martin Luther
- The Four Main Christian Churches
- Ecumenism

Section Four: The Resurrection and Pentecost

- The Empty Tomb
- The Road to Emmaus
- Pentecost and the Holy Spirit

Section Five: Judaism

- Beginnings, beliefs and Key Figures
- Worship, Prayer, Symbols and Sacred Writings



Science

Order of Teaching for Year 9 Science

You will be provided with booklets containing the information for the following topics. There will be 3 Assessments during the year and a terminal examination in June. In addition you will participate in the School Science Fair in the spring term and four weeks of lessons will be used in preparation for this.

| Topic to be learned | Completed |
|---|-----------|
| Ecology – food chains and webs, and how organisms are adapted for where they live. | |
| Elements and the properties of metals, compounds and mixtures. The Periodic table introduced. | |
| The Earth in Space | |
| Breathing and lungs, the digestive system. | |
| Atomic structure introduction and the Periodic table recap | |
| Heat transfer | |
| Photosynthesis | |
| Separating mixtures | |

Spanish

Topics studied in Year 9:

1. Family
2. Pets
3. Descriptions
4. Talk about someone else
5. Talk about and describe where you live
6. Buildings and shops
7. Adjectives to describe your area
8. Hobbies and likes/dislikes
9. Daily routine and time
10. Understand parts of the body

Assessment 1 - end of November based on first 4 topics

Assessment 2 - end of February based on topics 5-7

Assessment 3 - Summer exam on all topics covered in Year 9

Technology

Yr. 9 Design and Technology – projects will be delivered in a different order so resources can be shared

Term 1 - September-December

Content breakdown

- Structures Project incorporating;
- Structures theory – particularly bridges
- Structures activities –Numeracy
- Bridge design -group activity - graphics
- Bridge model making
- Testing and Evaluation of Structure
- Individual review of process – modifications

End of unit assessment:

Evaluate own and others work using KS3 assessment objectives

Reflect on progress -self evaluation

Term 2- January-April

Content breakdown

- Energy Conservation Project incorporating;
- Energy generation and conservation theory,
- Energy Research Activity
- Design and Manufacture of Solar Car, graphics, H&S
- Testing and Evaluation -self and peer

End of unit assessment:

A3 energy research sheet

Evaluate own and others work using KS3 assessment objectives

Term 3 - May-June

Content breakdown

- Solidworks
- Refresher on Commands and Icons
- Completion of USB pen task
- Extension – assembly of body and lid

End of unit assessment:

Storyboard style assessment

Year 10

KS3 Assessment

Term: 1 & 2 Subject Examinations Classroom based

Subject Continuous Assessments will be examined in the classroom and notification will be given by the subject Teacher.

Term 3:

- Teaching timetabled suspended and Exam Timetabled issued to all students
- Exams commence Monday 3rd – Friday 7th June 2019.

Exam Subjects: English, Geography, History, Irish, Mathematics, Science, Religious Studies, Spanish.

Art

By the end of Year 10, students will have -
Developed further core skills in the elements of:

- 2D and 3D Visual Language and
- Fine Art and Design Artworks

Experimented further with a variety of materials and learned new processes and techniques such as:

- Drawing
- Painting
- ICT
- Ceramics/ Mixed Media

Evaluated their own performance and have had the opportunity to appreciate the work and careers of other artists, designers and craftworkers.

The main theme for Year 10 is Painting Genres in Art History through Fine Art and Design and the aim of this course is to give students the opportunity to explore GCSE type projects in a personal way. Students will produce three Units of Work in the form of a portfolio to include the following:

- Year 10: Term 1- Unit 1: Painting Genres in Art History
- Year 10: Term 2- Unit 2: Landscape Genre & 3D Ceramic Design
- Year 10: Term 3- Unit 3: ICT Task

Students will be assessed on their Portfolio consisting of classwork and homework at three stages throughout the year. They will be assessed on their ability to demonstrate the following:

- How well they have used pencils, paint, ICT and ceramics in a creative manner to produce a skilful outcome in 2 and 3 dimensions.
- How well they present/exhibit their work.
- How well they have grasped understanding and knowledge of topics or Artists they have explored.
- How well they understand and use specialist art language.
- The ability to listen and act on verbal instructions.
- The ability to be able to discuss and self assess their work.
- The ability and independence in managing their time and completing tasks within a limited time span.

How you can help:

- Provide your son with the correct art equipment & materials and ensure he comes to class fully equipped.
- Encourage your son to try their best, take extra time and care with their presentation and check your son's homework and classwork to ensure good standards are maintained.
- Ensure your son meets Homework and Assessment Deadlines.



English

Assessment 1 – Fiction Comprehension

You will complete a reading comprehension based on a passage from a novel.

You will be given a passage from a story to read, followed by three questions.

Question 1

Simple factual recall – Worth 5 marks.

Question 2

Character Analysis – Worth 10 marks

You will be asked what you learn about one of the characters in the passage

Question 3

Appreciation of the writer's craft – Worth 20 marks

You will be asked to identify and comment on the techniques used by the author to create a particular effect in the story e.g. tension, excitement, pressure, humour etc...

You will be expected to use your PQD/PEE techniques in a sophisticated manner.

Assessment 2 – Empathy Writing

You will complete a piece of creative writing based on a given title for your assessment.

You should complete all class work and homework activities to the best of your ability to prepare for this.

Tips for Effective Creative Writing:

- Always plan and carefully organise your story first – use paragraphs.
- Your story should contain 3 main elements: start, middle and end.
- You do not have time to include too much action in your story, there is more to a story than action.
- Decide whether you are going to write your story in the first (I) or third (He, she, they) person.
- Aim for an opening that will grab the interest of the reader. Set the action going as quickly as possible. You could for example begin with:
 - Dialogue
 - A dramatic incident
 - A description of setting or a character
- The setting – describe the setting in such a way that it creates a mood for your story (eerie, humorous, sad, angry...)
- Incorporate some dialogue into your story. Remember...
 - To lay dialogue out properly – new line for new speaker
 - Don't overuse the word "said", think of more effective verbs or adverbs
 - Use the character's physical gestures to reinforce what he/she is saying
- Describe the thoughts and feelings of your main character at key moments in your story.
- Think of an effective ending. You could perhaps....
 - Draw a lesson you or your character learnt from the experience
 - Have an unexpected twist
 - End on a note of finality
- Use interesting words and phrases, try to use some of the following techniques, simile, metaphor, alliteration, personification, onomatopoeia, senses.

Assessment 3 – Analysing Non-Fiction

You will complete a reading comprehension based on a piece of non-fiction writing.
You should complete all class work and homework activities to the best of your ability to prepare for this.

Key terms and features to remember are:

- Point-Quote-Develop
- Purpose
- Audience
- Layout
- Slogan
- Images
- Colour
- Persuasive techniques such as:
 - Rhetorical Questions
 - Commands
 - Exaggerated/Emotive Language
 - Adjectives
 - Rule of 3
 - Repetition
 - Alliteration
 - Onomatopoeia.

Assessment 4 – Creative Writing

You will complete a piece of creative writing based on a given title for your assessment.
You should build on the skills developed in Assessment 2 to complete this piece.

Tips for Effective Creative Writing (as Assessment 2):

- Always plan and carefully organise your story first – use paragraphs.
- Your story should contain 3 main elements: start, middle and end.
- You do not have time to include too much action in your story, there is more to a story than action.
- Decide whether you are going to write your story in the first (I) or third (He, she, they) person.
- Aim for an opening that will grab the interest of the reader. Set the action going as quickly as possible. You could for example begin with:
 - Dialogue
 - A dramatic incident
 - A description of setting or a character
- The setting – describe the setting in such a way that it creates a mood for your story (eerie, humorous, sad, angry...)
- Incorporate some dialogue into your story. Remember...
 - To lay dialogue out properly – new line for new speaker
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- Describe the thoughts and feelings of your main character at key moments in your story.
- Think of an effective ending. You could perhaps...
 - Draw a lesson you or your character learnt from the experience
 - Have an unexpected twist
 - End on a note of finality
- Use interesting words and phrases, try to use some of the following techniques, simile, metaphor, alliteration, personification, onomatopoeia, senses.

Assessment 5 - Poetry

You have studied the following poems in class and you will analyse one of them in your exam:

- The Early Purges by Seamus Heaney
- Mid-term Break by Seamus Heaney
- Raglan Road by Patrick Kavanagh

You should complete all class work and homework exercises to the best of your ability to prepare for your test.

Some key terms to revise are:

- Personification
- Tone
- Hyperbole
- Pun
- Metaphors
- Similes
- Structure
- Stanza
- Rhyming couplets
- Alternate rhyme

Geography

Assessment 1

1. To know the structure of the earth
2. To understand what plates are and how they move
3. To understand what happens at plate boundaries
4. To understand what happens at constructive plate boundaries
5. To know how the Giants Causeway was created

Assessment 2

1. To understand what happens at plate boundaries
2. To understand why Earthquakes occur
3. To understand what happens at destructive boundaries
4. To know one case study of an earthquake event
5. To understand the formation of a Tsunami and its effects

Assessment 3

1. To understand what is meant by development
2. To know different measures of development
3. To understand the factors affecting development
4. To understand what is meant by globalisation and the impact of globalisation both good and bad



Assessment 4

1. The Restless Earth
2. Development
3. The structure of ecosystems
4. To understand how nutrients are cycled through an ecosystem
5. To be able to interpret food chains
6. To understand the tropical rainforest ecosystem

History

Democracy and Dictatorship

Aims of Britain, France and USA at Versailles

The terms of Versailles

How Germans felt about Versailles

Characteristics of a Dictatorship

Characteristics of a Democracy

Fascism

Communism

Leninist Russia

Stalinist Russia



Weimar and Nazi Germany

What was life like in the Weimar Republic.

What was Hitler's early life like?

Why were the Nazi Party unsuccessful up until 1928?

Why was the Great Depression 'Big Chance' for the Nazi Party?

What was Life like in Nazi Germany? (e.g. Young People)

What were the positive and negative aspects of life in Nazi Germany?

How did the Nazis Control Germany? (Terror, Propaganda and Censorship)

The Causes of World War Two

Hitler's foreign policy aims

Hitler actions from 1933-39?

Why did the League of Nations not try to stop Hitler?

What does the Abyssinian Crisis tell us about the League of Nations?

Was Appeasement a mistake?

Was Hitler totally to blame for World War Two?

The Events of World War Two

Who were the two sides in WW2?

An overview the War in Europe 1939-1945.

What happened at Dunkirk and how Dunkirk has conflicting Interpretations?

The Battle of Britain

Why did Hitler invade the Soviet Union?

The course and effects of the Nazi invasion of the Soviet Union?

The Holocaust

Project One – Game Making (Mediator)

Development of an Eco Systems Game (as part of UICT task)

Concepts to include;

- Storyboarding
- Pages
- Objects
- Events
- Actions
- Functions
- User Guide
- Evaluation

Project Two – App Development (App Furnace)

Development of a Key Stage 1 Maths program for mobile devices

Concepts to include

- Timers
- Sounds
- Movement
- Variables
- Multi screens

Irish

Assessment 1 (*November 2018*)

The Individual

Understand, give and request personal details such as:

Name

Age

D.O.B. (revision of all dates, including months of year)

Placenames (where born/live/address/etc.).

Numbers (1,2,3.../ 1st,2nd,3rd.../amháin, beirt, triúr...)

Physical description of different people (including parts of the body and colours).

No. in family (beirt, triúr, ceathrar....)

Names for aunt, uncle, cousin, etc..

Oldest/Youngest.

Characteristics.

Assessment 2 (*February 2019*)

Slíte Beatha (Employability: Part-time jobs)

Occupations – Advantages & Disadvantages.

Part time jobs

Caitheamh Aimsire (Leisure Activities)

Leisure Activities

Favourite pastime & reasons why

Assessment 3 (*June 2019*)

Dialann an Lae (Daily Routine)

Typical school day:

Verbs in the present tense

Shopping

Saol Sláintiúil (Healthy Lifestyle)

Healthy food

Learning for Life and Work

Healthy Eating

Identify how to make healthy adjustments to the diet, e.g. skimmed milk instead of full fat milk, grill instead of fry.

Visible and invisible fat

Ways of reducing fat in the diet

How to increase fibre in the diet, list good sources of fibre

Ways to cut down on sugar in the diet.

Disorders relating to poor eating habits. E.g. obesity, diabetes, constipation, heart disease etc

Nutrition

The five nutrients – macro and micro

Functions and sources of protein

Energy foods – Carbohydrate and fat – functions and sources

Vitamins –different vitamins functions, sources and deficiencies

Minerals–different vitamins functions, sources and deficiencies

Personal Development

Maximising and sustaining health and well being

Concept of self

Building and maintaining healthy relationships

Recognising, assessing and managing risk

Understanding the roles and responsibilities of parents

Developing competence as discerning consumers

Citizenship

Diversity and inclusion in Northern Ireland and the wider world

Rights and responsibilities regarding local, national and global issues

The role of society and government in safeguarding human rights

Non -government organisations

Key democratic institutions and their role in promoting inclusion, justice and democracy

Non-government organisations

Portfolio based assessment – students will complete a range of written and practical tasks through the term

Employability

Assessment: Portfolio – LMI, Career Planning, Skills and Qualities

Students will be given a booklet to complete in class and for homework.

Topics include:

- LMI/ the modern job market
- Key words for the world of work
- Personal Employability Skills Assessment
- Skills, Qualities and Jobs
- How to develop your skills & Employability Skills Action Plan
- Sources of reliable Careers Information
- Choosing subjects for KS4
- Careers Research & Personal Career Plan

Mathematics

Assessment 1(Halloween): Questions will be set on the topics below

1. Rounding, Estimating, Upper and Lower bounds
2. Scatter Graphs
3. Speed, Distance and Time
4. Drawing Curved Graphs
5. Rules of Algebra

Assessment 2(Christmas): Questions will be set on some or all of the topics below

1. Rounding, Estimating, Upper and Lower bounds
2. Scatter Graphs
3. Speed, Distance and Time
4. Drawing Curved Graphs
5. Rules of Algebra
6. Solving Equations
7. Indices
8. Averages

Assessment 3(Mid-Term/Easter): Questions will be set on some of the topics below

1. Rounding, Estimating, Upper and Lower bounds
2. Scatter Graphs
3. Speed, Distance and Time
4. Drawing Curved Graphs
5. Rules of Algebra
6. Solving Equations
7. Indices
8. Averages
9. Trigonometry
10. Percentage Change / Reverse percentages
11. Area and Volume
12. Changing the Subject
13. Factorising

Assessment 4(Summer): Questions will be set on some of the topics below

1. Rounding, Estimating, Upper and Lower bounds
2. Scatter Graphs
3. Speed, Distance and Time
4. Drawing Curved Graphs
5. Rules of Algebra
6. Solving Equations
7. Indices
8. Averages
9. Trigonometry
10. Percentage Change / Reverse Percentages
11. Area and Volume
12. Changing the Subject
13. Factorising
14. Fractions
15. Simple Algebraic Fractions
16. Standard Form
17. Simultaneous Equations
18. Compound Interest
19. Trial and Improvement
20. Gradient and $y=mx+c$
21. Relative Frequency
22. Probability

- 23. The 4 Transformations
- 24. Travel Graphs
- 25. Angles in Polygons
- 26. Inequalities

Music

Term 1

- Film Music
- Chords and Melody

Term 2

- Rock 'n' Roll
- Baroque Music

Term 3

- Popular Songs
- Minimalism



P.E.

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Gaelic Football

Week 1-2: Pick-up, Passing and Support Running
 Week 4-5: Tackling
 Week 7: Conditioned/Full sided games

Week 3: Soloing & Blocking
 Week 6: Shooting & Free Taking

Rugby

Week 1-2: Passing, Support, Ruck & Maul
 Week 5-6: Line Outs & Attacking Play

Week 3-4: Tackling & Scum
 Week 7: Conditioned/Full sided games

Soccer

Week 1-2: Passing, Dribbling & Control
 Week 4-6: Tackling/Defensive Games

Week 3: Crossing & Heading & Shooting
 Week 7: Conditioned/Full sided games

Basketball

Week 1-2: Dribbling, Passing & Footwork
 Week 5-6: Defence

Week 3-4: Shooting & Offence
 Week 7: Conditioned/Full sided games

Fitness Testing

Week 1: Explosive Power – Broad Jump test
 Week 2: Flexibility – Sit & Reach test
 Week 3: Strength Endurance – Press-Ups & Sit Ups tests
 Week 4: Strength Endurance – Plank test
 Week 5: Aerobic Endurance - Yo-Yo test
 Week 6: 20m Speed test

Performing Arts

Assignment 1

Understanding Shakespeare a contemporary approach to performance

Learning Intentions: *by the end of this Unit of Work pupils should know, understand and be able to communicate;*

- The historical, cultural and social aspects of Shakespeare's Theatre
- Understand some aspects of the Elizabethan Era and Shakespeare's Globe Theatre.
- Explore and understand some of Shakespeare's Characters
- Themes and issues connected to a Shakespeare text.
- Interpret, develop and present an extract from one of Shakespeare's plays.

Throughout this Unit of Work pupils will also be required to Self Evaluate, Peer Evaluate and work independently on all tasks in their **Portfolio of Work**.

Assignment 2

Devising

Theatre in Education – The Youth Club Project

By the end of this unit of work pupils will have, through a series of workshop based lessons, developed their understanding of;

- Theatrical form – Devising
- Style/Genre – Theatre in Education
- Skills development
- Planning and research
- Practical activities
- Contextual understanding of work-related aspects
- Evaluation of your own and others' work
- In Year 10 you will begin to practise the skills expected of you at GCSE level.
- Throughout Key Stage 3 you have learned to use various dramatic techniques and skills. These have helped to improve your understanding of characterisation and ultimately strengthened your ability as a performing artist.

Assignment 3

Reality TV as a Performing Arts stimulus

- To participate effectively in teacher in role, believing in and participating in the creation of the setting and atmosphere
- To create a believable character
- To perform and sustain their characters in a role play using effective facial expressions, gestures, voices, body language etc.
- Create and develop an effective character using monologue technique;
- Pupils to consider physicality of performance.
- To know what spontaneous improvisation is and how to use it effectively.
- To know how to react appropriately, depending on your characters feelings, to what is happening to you in role.
- To evaluate each others performances using set criteria and drama vocabulary appropriately.
- To know how to build up an effective tension and atmosphere in and argument using appropriate dialogue.
- To consider their transitions between each section of their performances.
- To choose appropriate music for their performance.

R.E.

Assessment Task 1

Topic: I am Valuable

- **Understand** why it is important to value yourself
- **Be able** to answer the question: “How can I get to know and accept myself?”
- **Be able** to distinguish between the phrases “outer self” and “inner self”
- **Reflect** on your hopes and dreams for the future

Topic: The Beatitudes

- **Know and Understand** The Beatitudes
- **Understand** how they are relevant for people today
- **Explain** important values for people in today’s world

Assessment Task 2

Topic: Attitude and Outlook of Jesus

- **Explore** the different attitudes that people have towards themselves, others and the world around them
- **Be aware** of the attitudes of Jesus to the world and to others around him
- **Know** what the following stories from Mark’s Gospel (Mustard Seed, Seed Growing Secretly, Sower) tell us about Jesus’ attitude to the world
- **Be aware** of the attitude of Jesus to others
- **Know** what the following stories from Mark’s Gospel (Zacchaeus, the Woman who touched Jesus’ cloak, Epileptic Boy, Centurion’s servant) tell us about Jesus’ attitude towards people
- **Explain** how a person’s attitude can affect their behaviour

Assessment Task 3

Topic: The Islam Religion

- **Understand** key terms such as: ‘Islam’, ‘Muslim’, ‘Allah’, ‘Muhammad’, ‘Monotheism’, ‘Mecca’, ‘Hijra’, ‘Medina’ and ‘Qur’an’
- **Know** the life story of Muhammad
- **Know** the difference between the ‘Sunni’ and ‘Shiite’ Muslims
- **Compare** the Islam calendar to the Christian calendar
- **Explore** the different Islamic festivals
- **Study** the place of Muslim worship and prayer – the Mosque
- **Appreciate** the similarities and differences between Islam and Christianity

Assessment Task 4 (Summer Exam)

Topic: Sacraments in the Church

- **Baptism**
- **Eucharist**
- **Confirmation**
- **Sacraments of Vocation in the Catholic Church**
- **Sacraments of Healing in the Catholic Church**



Science

You are provided with booklets containing the required information for the following topics. There will be four assessment during the year and a terminal examination in June.

| Topic to be Learned | Completed |
|--|-----------|
| Light, colour and the eye | |
| Reactions of acids with metals, acids with carbonates. Reactivity series of metals, | |
| Transport of water in plants | |
| Electricity ,electromagnets and energy transfers | |
| Chemical and physical changes, endo and exothermic reactions | |
| Transport in animals- heart , blood , blood vessels, pulse and exercise, prevention of disease | |
| Speed, pressure and levers | |
| Variation and classification | |
| Atomic structure recap | |

Spanish

Topics studied in Year 10:

1. Countries and nationalities
2. Past tense activities/verbs
3. Transport
4. Opinions of transport
5. Weather
6. Personal details...family, jobs, pets etc.
7. Free time and hobbies
8. Likes and dislikes

Assessment 1 – end of November based on first 5 topics

Assessment 2 – end of February based on topic 6

Assessment 3 – Summer exam on all topics covered in Year 10

Technology

Yr. 10 Design and Technology – projects will be delivered in a different order so resources can be shared.

Term 1 - September-December

Content breakdown

- Electronics PIC Project incorporating;
- Electronic theory – PIC, I/P & O/P components, Circuit Wizard, PCB development, Programming.
- Electronic Circuit Building – H&S
- Programming and Testing
- Inventions and Inventors Research Activity

End of unit assessment:

Evaluate own and others work using KS3 assessment objectives

Reflect on progress -self evaluation

Term 2- January-April

Content breakdown

- Storage Project incorporating;
- Design – Solidworks and Techsoft, Sketching & rendering
- Manufacture – H&S, Wooden storage box, housing for PIC circuit and game (cards).
- Workshop tools, marking out, cutting, adhesives, wood joints, fabrication.
- Manufacture CAD/CAM box lid design engraving.
- Finishing product
- Evaluation

End of unit assessment:

Evaluate own and others work using KS3 assessment objectives

Term 3 - May-June

Content breakdown

- Technology Careers – preparation for GCSE
- Technical drawings
- Mathematical loci and constructions

End of unit assessment:

Written exam based on all KS3 topics from Yr 8.