St. John Henry Newman Catholic School

Holy Cross Catholic Multi Academy Company

YEAR 9

Autumn Assessments 2026



Name:

"Knowledge through the light of faith"

Assessment Booklet Introduction

Dear Parents/Carers and Students

Re: Autumn Assessments

This year we will administer three assessment seasons within the school year. One at the end of the Autumn term, the end of the Spring term and the final assessment season is towards the end of the Summer term. These assessments will be used by teachers to identify strengths and any areas where more support may be needed.

The results of these assessments will be shared with students and parents in a progress review report at the end of the term. Students will receive a report which details the percentage outcome from each assessment alongside the average percentage outcome for the class. This will enable parents to assess progress alongside the average outcome for the class and to see if your child is progressing at the expected standard for the group following the learning covered. More information will be provided alongside the assessment outcome results later in the term.

We want students to have the opportunity to be fully prepared for their assessments and have organised this booklet to help support revision and organisation of time. The Autumn Assessments will begin on **Monday 16th November until Wednesday 25th November 2026.** Teachers will advise students on how to use this booklet in lessons. It can also be used to help students study at home to help remember and recall information. As such, it is vitally important that students bring this booklet into school every day to use in lessons as well as home.

We recognise that sometimes assessment season can cause some students to feel anxious or stressed. If you have any concerns or worries please contact the Head of Year via the school telephone or email below.

We want this to be a positive experience that supports and develops the skills and resilience in preparation for future examinations. If you need any further support, guidance or information please do not hesitate in contacting us.

Yours faithfully

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Timetable

Step One: Circle your assessments



Year 9 Autumn Assessments

Week A 16th to 20th November · Week B 23rd to 25th November 2026

YEAR 9			WEEK A · 16 to 20 NOVEMBER					WEEK B · 23 to 25 NOVEMBER				
			MON 16	TUE 17	WED 18	THU 19	FRI 20	MON 23	TUE 24	WED 25	THU 26	FRI 27
A SIDE	Languages	9Aa1			SPANISH							
		9Aa2						SPANISH				
		9Aa3						SPANISH				
		9Ab1			FRENCH							
		9Ab2			FRENCH							
	Core	9a1		SCIENCE	ENGLISH	GEOGRAPHY	HISTORY		MATHS	RE		
		9a2	HISTORY	SCIENCE	ENGLISH	GEOGRAPHY			MATHS	RE		
		9a3		SCIENCE	ENGLISH	GEOGRAPHY	RE		MATHS	HISTORY		
		9a4		SCIENCE	ENGLISH	GEOGRAPHY	HISTORY		MATHS	RE		
		9a5		SCIENCE	ENGLISH	GEOGRAPHY	HISTORY		MATHS	RE		
B SIDE	Languages	9Ba1			SPANISH							
		9Ba2	SPANISH									
		9Bb1							FRENCH			
		9Bb2							FRENCH			
	Core	9b1		RE	HISTORY	SCIENCE	MATHS		GEOGRAPHY	ENGLISH		
		9b2		RE	HISTORY	SCIENCE	MATHS		GEOGRAPHY	ENGLISH		
		9b3		RE	GEOGRAPHY	SCIENCE	MATHS		HISTORY	ENGLISH		
		9b4		RE	HISTORY	SCIENCE	MATHS		GEOGRAPHY	ENGLISH		

Step Two: Using your school timetable and assessment timetable, create your assessment schedule below:

Date *(e.g. Mon 14th March)*	**Period** *E.g. P2*	**Assessment** E.g. English	**Topic** E.g. Transactional Writing
English			
Maths			
Science			
RE			
Geography			
History			
French/Spanish			

What am I being assessed on?

You will read an extract from Blood Brothers and to complete a range of tasks. You will be assessed for the following skills:

1. Comprehension
2. Subject terminology
3. Analysis (Explanation and Inference)
4. SPaG

How can I revise?

- ✓ Complete the tasks on the next page
- ✓ Create mind maps for key characters (Mickey, Eddie, Mrs Johnstone, Linda)
- ✓ Watch YouTube videos where they discuss the characters and analyse the play
- ✓ Revise the key themes: Class, hope, gender, nature vs nurture

How to structure a paragraph (AO2 – Explanation and Inference)

*Think **PEA***

Point – where you make an initial point linking to the question.

Evidence – find a quotation from the extract that supports your point.

Analysis – where you say what technique the quote is / what technique is one word from the quote and what does it suggest. Think: Can you explain the meaning and why it proves your point?

Revision Tasks

Complete the AO1 and AO2 activities based on the extract below:

Mrs. Johnstone enters pushing a pram.

MRS. JOHNSTONE

Only mine until
The time comes round
To pay the bill
Then I'm afraid
What can't be paid
Must be returned
You never, ever learn
That nothing's yours
On easy terms
Only for a time,
I must not learn
To call you mine
Familiarise
That face those eyes
Make future plans
That cannot be confirmed
On borrowed time
On easy terms
Living on the never never,
Constant as the changing weather,
Never sure
Who's at the door
Or the price I'll have to pay
Should we meet again
I will not recongise your name
You can be sure
What's gone before
Will be concealed
Your friends will never learn
That once we were
On easy terms
Living on the never never,
Constant as the changing weather,
Never sure
Who's at the door
Or the price I'll have to pay...

AO1 – Reading Comprehension

1. List five things that Mrs. Johnstone is worried about.
2. How does Mrs. Johnstone enter this scene?
3. Who is she talking about when she says 'I must not learn to call you mine'?

AO2 - How does Russell create sympathy in the extract?

Use the extract to write three PEA paragraphs.

AO1 – Subject Terminology

Find examples of the following in the extract:

- Repetition
- Emotive language
- Metaphor
- Direct Address
- Ellipsis

Additional Task:

How does Russell show these themes in the play:

- Hope
- Class
- Gender

What am I being assessed on?

45-Minute Non-Calculator Assessment
All content covered since September

Sequences
- n^{th} term of linear sequences
- Fibonacci Sequences
- Arithmetic/Geometric
- Quadratic Sequences (sets 1-2)



Angles
- Basic Angle rules
- Angles in Parallel Lines
- Interior/exterior angles
- Bearings

Number/Indices
- BIDMAS
- HCF/LCM
- Laws of Indices
- Negative Indices
- Fractional Indices (sets 1-2)

Decimals and Fractions
- Four operations with decimals
- Four operations with fractions
- Convert between fractions and decimals
- Recurring decimals (sets 1-2)

Algebra
- Expand single brackets
- Factorise single brackets
- Expand double brackets
- Expand triple brackets
- Factorise Quadratics (sets 1-2)

What revision material should I revise from?

- Log into Mathswatch – Your teacher will have set you an extended revision task to help best prepare you for your assessment. You can also look up additional questions and video explanations for any topics you are unsure of
- Use your exercise book to review the lessons you have had since September

How can I revise?

•Your class teacher will complete some revision lessons with you ahead of the assessment.
• You can look back at old lessons in your books
• Make posters and revision cards about key methods and facts e.g method for expanding brackets or how to convert from a mixed number to an improper fraction.
• Watch videos and complete tasks on Mathswatch.
• Check other revision sources on the internet. For example, BBC Bitesize and CorbettMaths have helpful guides and exercises.

Assessment Booklet
Maths

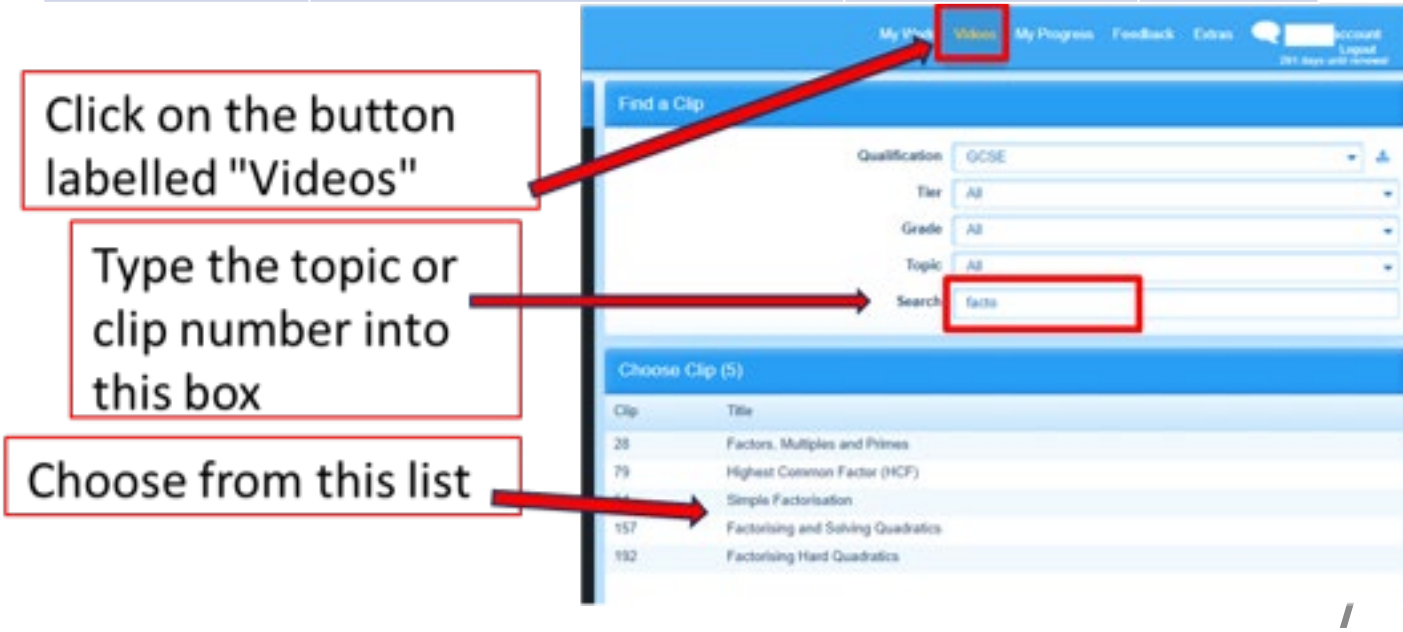


Additional Revision Tasks

Revision Checklist:

Login into mathswatch and search for the topics listed below. Give yourself a rating Red/Amber/Green. If you still need help, watch the video that goes with each task to see worked examples of each topic

Topic	Skill	Mathswatch Clip	RAG
Sequences	• Nth term of linear sequence • Fibonacci Sequences • Geometric Sequences • Quadratic Sequences (sets 1-2)	102-103 141 163 213	
Angles	• Basic Angle rules • Angles in Parallel Lines • Interior/Exterior Angles • Bearings	45, 121 120 123 124	
Decimals and Fractions	•Four operations with decimals •Four operations with fractions •Convert between fractions and decimals •Recurring decimals to fractions (sets 1-2)	17-18, 66-67 71, 73-74 84 177, 189	
Algebra	• Expand brackets • Factorise single brackets • Factorise Quadratics (sets 1-2)	93, 134, 178 94 157	
Number/Indices	•BIDMAS •HCF/LCM •Index Laws •Fractional Indices (sets1-2)	75 79/80 131, 154 188	



What am I being assessed on?

Breathing and Respiration
The Periodic Table
Magnets and Electromagnetics

What revision material should I revise from?

https://senecalearning.com/en-GB/
https://www.bbc.co.uk/bitesize/subjects/zrkw2hv (AQA exam board)
https://www.freesciencelessons.co.uk/

How can I revise?

- ✓ Make flash cards
- ✓ Write your own quiz questions
- ✓ Make a poster
- ✓ Teach someone at home about a topic
- ✓ Complete questions on Educake
- ✓ Complete questions on seneca
- ✓ Watch videos using the links above
- ✓ Test yourself using your revision resources

Educake

SENECA

Assessment Booklet
Religious Education

What am I being assessed on?

Creation and Covenant

- Genesis 1, Creation imago Dei and the sanctity of life
- Genesis 2, relationships and morality
- The Sacrament of Matrimony

Prophecy and Promise

- Reading the Bible allegorically
- The importance of Hannah

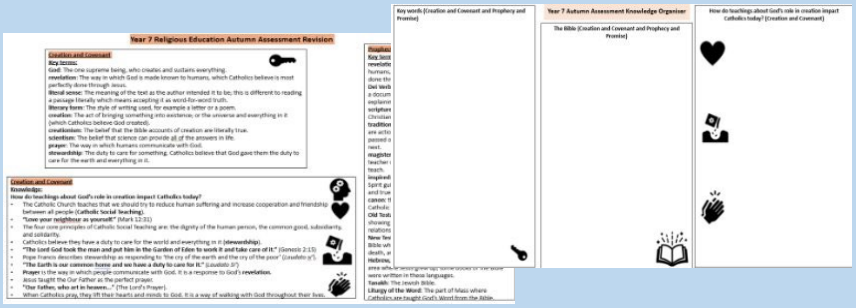




Your assessment will have 3 sections:

- Key terminology
- Knowledge and understanding
- Extended writing

What revision material should I revise from?



You should use the knowledge organisers uploaded to ClassCharts by Miss Jacob. Ask your RE teacher for physical copies!

How can I revise?

- ❑ Highlight key points on your knowledge organiser
- ❑ Create flash cards or mindmaps using your knowledge organiser
- ❑ Create test yourself questions and get a family member or friend to check your knowledge
- ❑ Create your own visual key word bank
- ❑ Practice PEE paragraphs on different topics

Additional Revision Tasks

Key terminology: Test yourself

Creation and Covenant
Key terms:
- Imago Dei
- Inalienable Dignity
- Human Person
- Relational
- Rational
- Volitional
- Sanctity of Life
- Marriage
- Sacrament of Matrimony

Prophecy and Promise
Key terms:
- Typology
- Protoevangelium
- Mary
- Mother of God
- Immaculate Conception
- Our Lady
- New Eve
- Magnificat
- The Rosary

Extended writing

Choose a topic from the list and write 1 x PEE paragraphs about it
- Genesis 1, Creation imago Dei and the sanctity of life
- Genesis 2, relationships and morality
- The Sacrament of Matrimony

Challenge (2xPEE):

1. What do Catholics believe about creation?
2. What is the difference between Genesis 1 and Genesis 2?
3. Why is the Sacrament of Matrimony important to Catholics?

Please come to see or email any of the RE staff if you have any questions!



Key Revision Themes – Superpowers & The BRICS

Introducing Superpowers & USA

- What is a superpower? Key features, the history of superpowers and their influence over the globe.
- USA – Superpower credentials, their sphere of influence and their global hegemony.

BRICS – Brazil: Ecological Epidemic vs. Fearsome Favelas

- Brazil – Physical landscapes, biomes, human/tourist attractions, key cities.
- Tropical Rainforest: Amazon – Distribution, flora and fauna, threats and tribes.
- Favelas: Rocinha (Rio), types of crimes, conflicting cultures, quality of life.

BRICS – Russia: Communism's Collapse & Chernobyl

- Russia– Physical landscapes, biomes, human/tourist attractions, key cities.
- Communisms Collapse – Reasons for USSR dissolution, Ukraine-Russia Conflict 2022.
- The Chernobyl Disaster – Causes and consequences.

Key Revision Themes – Superpowers & The BRICS

BRICS – India: Colonial Concerns & Tourist Takeaways

- India– Physical landscapes, biomes, colonial history, human/tourist attractions, key cities.
- Dharavi Slums – Mumbai: Push vs. Pull Factors
- Mumbai & New Delhi – Street Scammers

BRICS – China: TNC Tragedy

- China – Physical landscapes, biomes, human/tourist attractions, key cities.
- China's tourist attractions and the growth of the new world superpower.
- TNC Foxconn: Exploitation, corruption and activities in major cities.

BRICS – South Africa: Hostile History

- South Africa – Physical landscapes, biomes, human/tourist attractions, key cities.
- South Africa compared to the rest of Africa – Landscapes, biomes, economy, cities, wealth etc.
- The Apartheid System – Causes and consequences.





Structured Revision Tasks

AO1 – Key Term Practice

Superpower
Global Hegemony
BRICS
Developed Country
Emerging Country
Developing Country
Favelas
Poverty
Deprivation
Communism
Capitalism
Chernobyl Disaster
Exclusion Zone
Colonialism
Megacities
Primate City
Transnational Corporation
Foreign Direct Investment
Exploitation
Apartheid System



Remember: Complete Educake Quizzes To Test Knowledge!



Educake

Ensure you complete your assigned Educake quizzes and practice questions on the five BRICS!

Use the YouTube links to the right to build up your case study knowledge of the USA & the five BRICS!

Useful Video Resources

Supporting Videos

(1) What Are The World's Biggest Superpowers? | NowThis World - YouTube

(1) Can Brazil Become a Superpower? - YouTube

Will Russia become a superpower? Part 1/2 - YouTube

How Powerful Is India? - YouTube

How Powerful Is China? - YouTube

How Powerful Is South Africa? - YouTube

What am I being assessed on?

You will be assessed on the following topics:

- Weimar Germany
- Rise of Hitler (Munich Putsch)
- Nazi Control over Germany
- Treaty of Versailles (aims of the leaders, Germany's punishments)

What revision material should I revise from?

You can use the following resources to help you revise







How can I revise?

1. Create quizzes on each topic then test a friend of family member
2. Produce flash cards that sum up key areas and points
3. Listen to podcasts to see different interpretations of historical events.
5. Make mind maps that demonstrate links between different causes and consequences

Make your own revision videos or power-points on the subject topics, this will always help reinforce your understanding!

Additional Revision Tasks:

Ensure you can define the following key terms

1.

Key word	Definition
Weimar	
Dictatorship	
Democracy	
Gestapo	
Kaiser	

After World War I, dictatorships emerged in Europe due to political instability, economic crises, and societal unrest. The harsh terms of the Treaty of Versailles created resentment, particularly in Germany. Economic hardship from the Great Depression fueled discontent, leading people to support extremist movements. Weak democratic governments struggled to address these crises, fostering political polarization. Nationalist ideologies gained traction, and many saw authoritarian leaders as solutions to restore order and national pride. Fear of communism also drove support for dictatorships, as seen with Mussolini in Italy and Hitler in Germany, who exploited these fears to consolidate power.

In the Soviet Union, Stalin rose to power by capitalizing on the post-revolution chaos and Lenin's death, consolidating control through purges, propaganda, and a command economy, establishing a totalitarian regime.

1. **What role did the Treaty of Versailles play in the rise of dictatorships in Europe?**
2. **How did the Great Depression contribute to the rise of extremist movements?**
3. **Why did many people support authoritarian leaders in post-World War I Europe?**
4. **How did Mussolini and Hitler exploit fears of communism to gain support?**
5. **What methods did Stalin use to consolidate power in the Soviet Union?**

Topic	R	A	G
Treaty of Versailles			
Rise of the Nazi Party			

What am I being assessed on? TV, cinema, reading and free time

For your French assessment you need to revise the following topics:

❑ Present tense of regular and irregular verbs: avoir, aller, être, faire and Past: passé compose. The rules to form these tenses are in your exercise book.

❑ All the vocabulary of the topic: TV programmes, types of films, eyes and hair, nationalities, and type of reading materials.

❑ Time expressions in the present and past :

❑ Translate the time expressions below into French (use the vocabulary of the module you have in your book to help):

- Once a week = _____	- Next = _____
- Often = _____	- Then = _____
- Rarely= _____	- Afterwards= _____
- Every weekend = _____	- Last Saturday = _____
- From time to time= _____	- On Saturday morning = _____
- In the evening = _____	

❑ Opinions : j'aime, j'adore, je déteste, je n'aime pas, je prefère, etc.

❑ Use of adjectives : masculine/ feminine/ plural.

Your assessment will include listening, reading and writing tasks.

How can I revise?

- Learn the vocabulary of this topic (you have a copy in your book and in Class Chart):

How to learn vocabulary? Take one section at a time, read the words a few times, then look at the French, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the French, and write/ say the meaning.

- Revise vocabulary using:
  - Quizlet: Expo 3 Rouge Module 1 Flashcards | Quizlet
- As an extra, to help you prepare for your assessments complete the tasks below

To help you prepare for your French assessment complete the following tasks:

1. Read the email and answer the questions in English:

Le soir, je regarde la télé. J'adore *Le bigdil* (c'est un jeu télévisé) et *Sous le soleil* (c'est une série). J'aime la lecture aussi. Je préfère les livres de Harry Potter et les magazines de musique pop. Le week-end dernier, j'ai mange avec ma famille et après, j'ai regardé un film en Netflix.
Marine

1. What sort of programme is "*Sous le soleil*"?
2. What is the French name of the game show Marine likes?
3. Name two things she likes reading.
4. Last weekend, who did she eat with?
5. What did she do afterwards?

2. Write 5 sentences in French to say what you did last weekend:

1. Le week-end dernier _____
2. Puis_____
3. Samedi matin_____
4. Samedi soir_____
5. Le dimanche_____

3. Translate the following sentences into English:

a) J'ai les cheveux long et les cheveux noirs.

b) Je regarde les émissions musicales le soir.

c) J'aime lire les magazines féminins.

d) Je joue au tennis deux fois par semaine.

e) J'écoute des CD souvent.

f) Je n'aime pas le series, mais j'adore les émissions de sport.

What am I being assessed on? TV, films and what you use your computer for

For your Spanish assessment you need to revise:

- ❑ The present, past tense and future. The rules on how to form and use these tenses are in in your books and in Class Charts.
- ❑ Talk about what you use your computer: I write and read emails, I buy presents, etc. and how often: every day, sometimes, often, twice a week, at the weekends, etc..
- ❑ Give opinions on TV programmes, types of films and music, and say why.
- ❑ Plural opinions: me gusta**n** / me encanta**n** / no me gusta**n.**
- ❑ Use a variety of adjectives in masculine and feminine.
- ❑ Say what you normally watch on the TV or what music you listen to.

Your assessment will include: a listening paper, a reading paper and a writing paper.

How can I revise?

- Learn the vocabulary of this topic (you have a copy in your book and in Class Chart):

How to learn vocabulary? Take one section at a time, read the words a few times, then look at the Spanish, cover the English and write/ say the meaning. Then, do it the other way, look at the English, cover the Spanish, and write/ say the meaning.

- Revise vocabulary using:
  - Quizlet: Mira 3 Module 1 revision Flashcards | Quizlet
  - Wordwall:
    - Mira 3 Adjectives/tv programmes p.9 - Match up
    - Mira 3 Las películas - films - Match up
    - Mira 3 U1.2 p.9 - Whack-a-mole
    - Mira 3 - La música - Music genres and opinions - Match up

As an extra, to help you prepare complete the following tasks:

1. Read the texts below and decide if the statements 1-8 are True- T, false – F or not mentioned- NM.

Me gustan mucho los programas de deporte proque no son aburridos, en mi opinion son muy interesantes. Pero no me gustan nada las telenovelas ya que no son emocionantes, son muy tontas. *Lola*	Me encantan los documentales porque son muy informativos y educativos, también son interesantes. Me gustan los dibujos animados porque son divertidos. No aguanto el tiempo porque pienso que es aburrido y nada interesante. *Pablo*

1. Lola hates sports programmes.
2. Pablo likes documentaries.
3. Pablo thinks documentaries are educational
4. Lola doesn't like the news.
5. Pablo likes cartoons.
6. Lola thinks cartoons are stupid.
7. Pablo likes the weather.
8. Lola thinks soaps are exciting.

2. Traduce el texto de Sara al inglés (translate Sara's text into English)

Los fines de semana voy al cine con mi familia. Mis películas favoritas son las películas de acción porque son más emocionantes que las comedias. En la tele, me encanta ver los documentales de National Geographic porque son informativos y son menos aburridos que las telenovelas. No me gustan nada las películas del oeste porque son menos interesantes que las películas de amor.

3. Revising the tenses: decide if the sentences below are in the present, the past or the future

1. Mañana voy a jugar al tenis con un amigo. _____
2. La semana pasada fui a una fiesta de cumpleaños. _____
3. Nunca juego al baloncesto. _____
4. Voy a ver mi programa favorito en la tele después de cenar. _____
5. Saqué muchas fotos en la fiesta de mi amiga Bea. _____
6. A veces voy al cine cuando no tengo muchos deberes. _____
7. El concierto de Shakira fue emocionante. _____
8. No voy a salir con mis amigo porque no tengo dinero. _____
9. Voy a hacer deporte este fin de semana. _____
10. Comí pizza en mi restaurante favorito. _____

4. Traduce las frases siguientes al español (translate the following sentences into Spanish)

a) Often, I download films but I never read emails.
b) I sometimes buy presents on the internet.
c) Every day I do homework, and at the weekends I chat online with my friends.
d) I don't like action films because they are more boring than westerns.
e) Martial Arts films are less interesting than action films.
f) Last week I went out with my friends and I watched a film.
g) I like sport programmes because they are more informative than game shows.
h) Next week I am going to go to a concert, and then I am going to eat in my favourite restaurant.