

BE A
STAR 



Be Assessment *Ready*

* * * * *
YEAR 9 * * * * *

Achievement for All

SETTING UP FOR EXAMS

Be organised:

- Get files or folders for each subject and start putting important information in at the end of each day.
- You will waste time looking under a mountain of paper for the one you want when you could have spent that time revising.



Make a list of subjects and topics that you need to revise:

- One way of doing this is to get an A3 blank sheet of paper and fold it half, fold it again and again. When you open it, you will have 8 rectangles on each side. At the top of each rectangle write the name of your subject e.g., maths, English, history, Spanish. Then make a list of all the topics you need to revise in each subject e.g., under geography you could have volcanoes, weather, ecosystems, countries of the world.

Start early:

- Sooner you start the less you will have to do each day and the less stressed you will be.

Revision Timetable:

- Make a realistic revision timetable that will work for you.
- Allow time to get this completed – it is a good investment of time.
- Ask parents/form tutor to help if you find this difficult.

| | 1900-1800 | 1800-1700 | 1700-2000 | 2000-2100 | 2100-2200 |
|-------|-----------------------|-------------------------|--------------------------------------|-----------------------|-----------|
| MON: | Rehearsal | MAKE REVISION TIMETABLE | COLLECT OLD A&S | Rehearsal | Rehearsal |
| TUE: | Biology Exam Class?? | DEUS EX | GENERAL STUDIES: Read Cases & Hobbes | Rehearsal (old cases) | Rehearsal |
| WED: | Rehearsal | Collect old A&S! | KTAB | Rehearsal (old cases) | Rehearsal |
| THUR: | File notes on Aquinas | Rehearsal (old cases) | ESSAY FOR R.S. | Rehearsal (old cases) | Rehearsal |
| FRI: | REHEARSAL | Duch. of | Maths | Rehearsal (old cases) | Rehearsal |

Equipment:

- Keep all the equipment you need handy e.g. pens, calculator, paper, notebooks, postcards, post-its, flash cards etc.
- Wasting 20 mins looking for a pen is not good use of revision time!



Revision Timetable

It's time to create a revision timetable for yourself
Here are some simple steps

- Break up your subjects.
- Think about where you need to focus. ...
- Be realistic. ...
- Expect the unexpected. ...
- Make your plan.

Don't be over ambitious – break work down into small chunks.

Assess how familiar you are with each topic and focus on your weak areas.

Take breaks, do short (45 minute) sessions often and include fun stuff / rewards – that way you are more likely to stick to your timetable.

Use different colours for different topics.

Remember to keep reviewing what you have revised and testing yourself at the end of the day, the next day and the end of the week - this will help you to recall the information in the exam.

You do not need to study from 9am-10pm; decide which hours of the day you can concentrate best

Mix up your timetable to focus on weaknesses!

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|------|--------|---------|-----------|----------|--------|
| 4pm | | | | | |
| 5pm | | | | | |
| 6pm | | | | | |
| 7pm | | | | | |
| 8pm | | | | | |
| 9pm | | | | | |

| Time | Saturday | Sunday |
|------|----------|--------|
| 10am | | |
| 11am | | |
| 12pm | | |
| 1pm | | |
| 2pm | | |
| 3pm | | |
| 4pm | | |

HOW TO GET GOOD RESULTS

You can't revise it if you haven't learned it!

Revision is re-looking at information you have learned previously.

'Knowing' depends on understanding and remembering information.



Your attitude is important!

Success is 80% attitude & 20% skill!



Every lesson counts and your attendance is vital!

Go to all lessons and make them work for you – it is not whether you like the teacher or not, whether you find it difficult, whether you find it boring – it is what you are getting out of it that matters.



This is YOUR result.

Regardless of what has happened in the past you can always change your future.



YOU ONLY FAIL IF YOU GIVE UP!

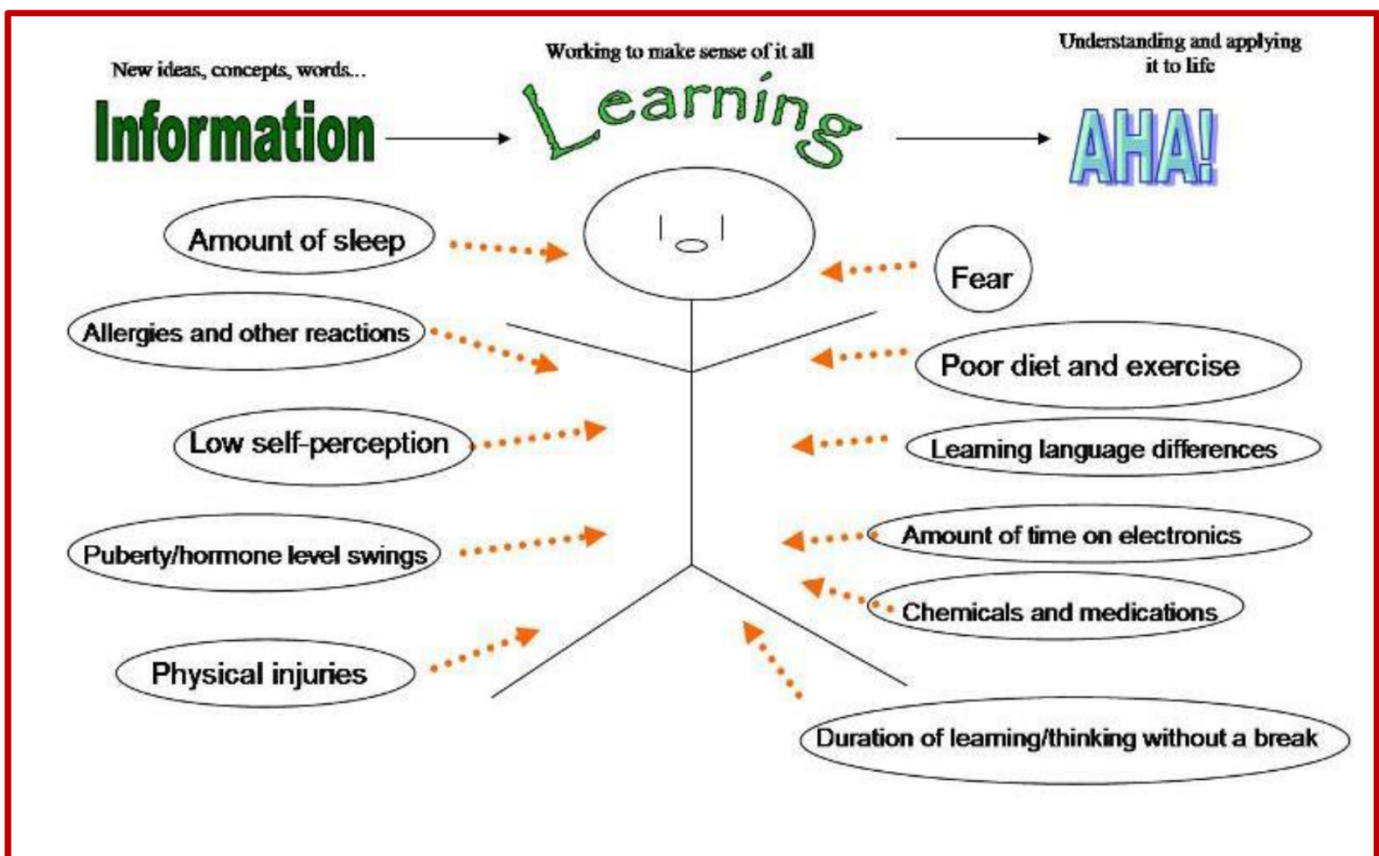
OBSTACLES TO LEARNING



Before you can give your all to your revision you need to think about any obstacles that are in your way of learning.

It could be motivation, time management, lack of a quiet place to work, being unsure of what to do or could be something unrelated to school?

You need to take some time and have a think about what these obstacles could be so that you can try to overcome them to ensure that you are fully prepared for your assessments.



[This won't be popular BUT....

Having your phone out while doing your homework or your revision has been shown to reduce performance by 20%. Even having the phone in your room has been shown to be distracting –so put your phone in another room.

Playing music while revising will make your task harder because any speech-like sounds, even at low volumes, will automatically use up part of the brain's attention capacity.

To Help Prepare for the KS3 Assessments

WHAT to learn



- Use the checklists for each subject to help you divide up you're learning over the available time.
- Tick off each part of the list as you complete your work – this will help you to keep track of your progress.

WHEN to learn



- Use the schedule to allocate days that are available for learning.
- Discuss this at home so that everyone is aware of the plan.
- Write on the schedule which subjects can be covered on which days.
- Try to allocate the slots evenly for each subject.
- Remember little and often works better than cramming at the last minute.
- Try to use these next two weeks before the Christmas holidays to work through some of the checklists for each subject.

HOW to learn



- Use your flashcards and other self quizzing methods to test your learning. This will help you find out what you already know and what you still have to learn.
- You could try and turn the subject checklists into questions; write out your answers on a file page or ask someone to quiz you at home. Use your notes to find out if you have answered correctly and in enough detail.
- Remember you are not starting from scratch; you have already covered all this information in class and you have learnt the material previously for class tests and homework's.

REVISION SESSIONS AT HOME

Organisation is key.

Have an aim for each session e.g., by the end of this session I will have...

Identify what you already know and the parts you need more time on – self testing will help.

Break all topics into do-able chunks and don't just read at this stage but do something active with it – use the ideas in this booklet.

Short bursts of 20-25 mins are more effective. Your concentration will lapse after an hour. Take short breaks.

Find a suitable, quiet place – refuse to be interrupted or distracted.

#youcandothis #trytrytry

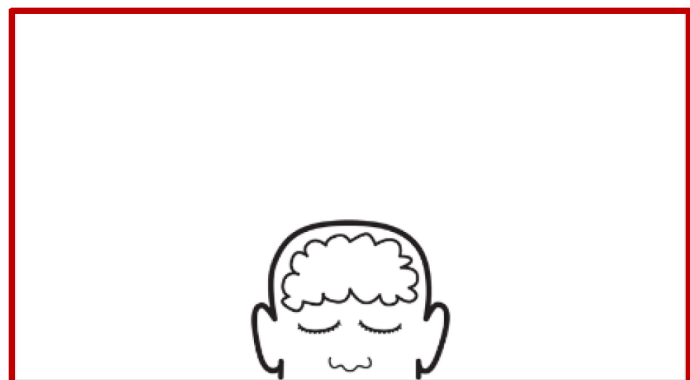
REVISION STRATEGIES

Brain Dump

All that is needed is a sheet of paper and 2 different colours of pens!

1. Take a page - write 'Brain Drop' at the top and beside it a topic you have been studying e.g., World War 2 in history
2. 'Recall' as much information as you can remember about this topic by writing it on the page.
3. AFTER this you should use your notes - fill in information you have forgotten in a different colour of pen. The information in the different colour of pen can be the information that you focus on learning for the next few days.
4. Repeat this activity a few days later and hopefully you will see an increase in the information that you can remember.

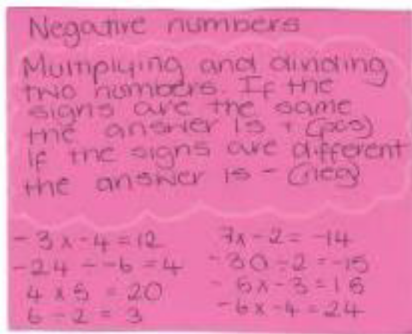
This can be used for almost every subject.



Flash Cards

Writing your class notes in a shorter form either on paper or revision cards or even post it notes.

It can be useful to write down key words, phrases, definitions, or rules you need to learn



Quizzes

We all love a little quiz! A great way to revise is to test yourself. You CAN use your notes to begin.

Firstly, choose a topic to revise e.g., the Ten Commandments in RS or reproduction in biology.

Make yourself a quiz with a separate page containing the answers. There are some multiple-choice quizzes and word searches that you can create online, but a simple pen and paper will work too.

Put the quiz somewhere safe for a week then answer the questions - check your answers.

You could also do this for a friend and vice versa or ask someone at home to create the quiz and for you to answer.

Remember praise yourself both for what you get correct and for the mistakes you make - we learn from making mistakes!

Concept Maps

Sometimes referred to as a mind map and is a visual organisation and representation of knowledge. It shows concepts and ideas and the relationships among them.

You create a concept map by writing key words (sometimes enclosed in shapes such as circles, boxes, triangles, etc.) and then drawing arrows between the ideas that are related.

You can add a short explanation next to the arrow to explain how the concepts are related.

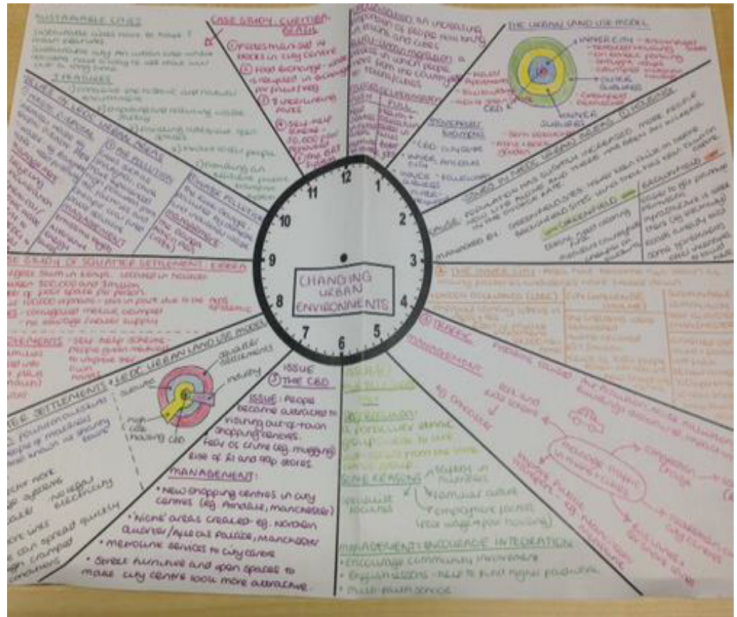


Revision Clocks

A way of revising which can break a topic down into 12 sub-categories.

Make notes in each chunk of the clock.

Revise each slot for 5 minutes, turn the clock over and recite back certain sections of the clock. 'e.g., what was in section 2-3'.



Rhymes

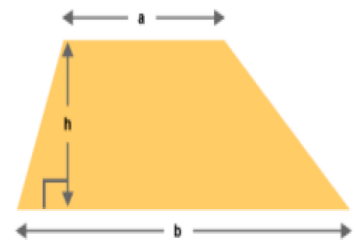
Making up rhymes/songs.

For example, to learn the formula for the area of a trapezium sing the following to the tune of Pop Goes the Weasel

Half the sum of the parallel sides
Times the height between them
That is how you calculate
The area of a trapezium

Trapezium

The area of a trapezium is $\frac{1}{2} \times h \times (a + b)$



Mneumomics

Make up funny words (Mnemonics) where the letters stand for the key words of a topic.

You can record these on KEY FACTS CARDS or in a revision book. e.g., to memorize the names of the planets:

"MY VERY EDUCATED MOTHER JUST SERVED US NACHOS"

Use the planetary mnemonic where each of the initial letters matches the name of the planets in our solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune).

Chunking

Chunking involves dividing the information up into smaller units or chunks. These chunks are small pieces of information, closely linked to each other, that have been grouped together and stored in the memory. Here is a template to help you. You can get more of these from your Form Tutor.

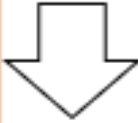
Revisit: Chunk Information



Upload

10

Question/Topic:



* You could start with the most important or the most difficult to learn.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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| 7pm | | | | | |
| 8pm | | | | | |
| 9pm | | | | | |



History Revision

| Topic: The Reformation | | | |
|--|-------|---------|-----------|
| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
| Luther's complaints about the Catholic Church | | | |
| Differences between the Protestant and Catholic Church | | | |
| Protestant countries / Catholic countries | | | |
| Topic: Henry VIII | | | |
| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
| Six wives | | | |
| Topic: Elizabeth I | | | |
| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
| Make-up | | | |
| Reasons why England and Spain were rivals | | | |
| Events of the Spanish Armada | | | |
| Topic: James I | | | |
| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
| The Gunpowder Plot 1605 | | | |



Geography Revision

Topic: Where do I live?

| Success Criteria: | Notes | Checked | Rechecked |
|---|-------|---------|-----------|
| Map of Europe to label countries, mountains, and seas | | | |

Topic: Population

| Success Criteria: | Notes | Checked | Rechecked |
|---|-------|---------|-----------|
| Population density – sparse and dense populations | | | |
| Growing populations in cities | | | |
| World population growth over time | | | |
| Key terms – birth rate, death rate, natural increase, natural decrease, refugee, asylum seeker, migration, emigration, immigration, rural-urban migration | | | |
| Push & Pull factors of migration | | | |
| Multiculturalism | | | |
| Extended writing – life as an asylum seeker | | | |

Topic: Weather & Climate

| Success Criteria: | Notes | Checked | Rechecked |
|--|-------|---------|-----------|
| Measuring the weather | | | |
| Weather instruments | | | |
| Climate graph interpretation | | | |
| Key terms – extreme weather, greenhouse effect, climate change, global warming | | | |
| Causes of climate change | | | |
| Explanation of the greenhouse effect | | | |
| Benefits and problems of climate change | | | |
| Draw a climate Graph | | | |

Topic: Tourism - comprehension

| Success Criteria: | Notes | Checked | Rechecked |
|--|-------|---------|-----------|
| Comprehension – read information and answer questions. | | | |



Maths Revision

| Topic: | | | |
|--|-------|---------|-----------|
| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
| Read and write coordinates in 4 quadrants | | | |
| Find missing coordinate in 2D shapes | | | |
| Find midpoint between 2 points | | | |
| Topic: Fractions | | | |
| Simplifying fractions | | | |
| Find equivalent fractions | | | |
| Convert between mixed numbers and improper fractions | | | |
| Add and subtract fractions | | | |
| Multiply and divide fractions | | | |
| Find a fraction of an amount | | | |
| Topic: Percentages | | | |
| Find a percentage of an amount (multiples of 5 and 10) | | | |
| Increase and decrease by a percentage | | | |
| Convert between fractions, decimals, and percentages | | | |
| Topic: Angles | | | |
| Angles in a right angle | | | |
| Angles around a point | | | |
| Angles in a triangle | | | |
| Vertically opposite angles | | | |
| Angles in a quadrilateral | | | |
| Angles and parallel lines | | | |
| Topic: Sequences | | | |
| Continue a sequence of numbers or diagrams | | | |
| Find missing terms in a sequence | | | |
| Write a sequence, given first term and rule | | | |
| Use function machines | | | |
| Find the nth term of a sequence | | | |
| Topic: Ration and Proportion | | | |
| Simplify ratios | | | |
| Share an amount in a given ration | | | |
| Ratios and fractions | | | |
| Work out missing ratios | | | |
| Unitary method for proportion | | | |

Topic: Circles

| | | | |
|--|--|--|--|
| Label parts of a circle | | | |
| Find circumference of a circle | | | |
| Find area of a circle | | | |
| Find area and perimeter of a semi-circle | | | |

Topic: Algebra

| | | | |
|---|--|--|--|
| Write expressions | | | |
| Simplify expressions | | | |
| Substitution | | | |
| Solve problems using algebra (eg perimeter) | | | |
| Solve one step and two step equations | | | |

Topic: Symmetry

| | | | |
|---------------------------------------|--|--|--|
| Types of symmetry | | | |
| Draw lines of symmetry | | | |
| Reflect shapes in lines of symmetry | | | |
| Identify order of rotational symmetry | | | |
| Rotations | | | |

Topic: Enlargement

| | | | |
|---|--|--|--|
| Identify scale factor of an enlargement | | | |
| Enlarge shape given the scale factor (with and without centre of enlargement) | | | |
| Describe enlargements | | | |

Topic: Translations

| | | | |
|--|--|--|--|
| Describe the translations between two shapes | | | |
| Translate shapes given descriptions in words or vector | | | |



RE Revision

Topic: The 7 days of Creation

| Success Criteria: | Notes | Checked | Rechecked |
|---|-------|---------|-----------|
| The Genesis story of Creation | | | |
| What was made on each of the 7 days | | | |
| A day of rest – Sabbath/Sunday | | | |
| What does it mean to be made in the image of God? | | | |
| Being unique | | | |
| The story of Adam and Eve in the Garden of Eve | | | |
| What is temptation? What is sin? | | | |

Topic: Caring for the environment

| | | | |
|--|--|--|--|
| What is stewardship? What did God want humans to do in his world? | | | |
| How are humans damaging the world? | | | |
| How we can make things better? | | | |

Topic: The Covenant

| | | | |
|---|--|--|--|
| What is a Covenant? | | | |
| Abraham – God calls him, Abraham and Lot | | | |
| Isaac – The birth of Isaac, The sacrifice of Isaac, A wife for Isaac, Esau & Jacob | | | |
| Jacob – Jacob and Esau, Jacob's dream, Jacob is tricked, Jacob comes home | | | |
| Joseph – his family, his dreams, sold as a slave, in prison, the butler and bakers dreams, Pharaoh's dream, meeting his brothers again | | | |
| What is forgiveness? Who shows forgiveness? | | | |
| What causes conflict in families? | | | |
| Moses - The baby in the basket | | | |
| The Burning Bush How does God speak to people today? | | | |
| The 10 Plagues | | | |
| The Passover | | | |
| Crossing the Red Sea | | | |
| Into the Desert | | | |
| The 10 Commandments | | | |
| The value of the 10 commandments today | | | |



Technology Revision

| Topic: | | | |
|---|-------|---------|-----------|
| Success Criteria: | Notes | Checked | Rechecked |
| Safety Rules and Safety Symbols | | | |
| Measurements | | | |
| Circles | | | |
| Plastics – Thermoplastic | | | |
| Plastics – Thermosetting | | | |
| Metals – Ferrous and Non-Ferrous | | | |
| Properties of materials (Metals) | | | |
| Hand tools | | | |
| Electronics – Circuit diagrams, general circuits, components, soldering, conductors and insulators. | | | |



Music Revision

| Topic: Recap | | | |
|--|--------------|----------------|------------------|
| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
| Identify a treble clef, stave, names of notes and length of notes | | | |
| Listen and answer questions about the elements of music | | | |
| Know what each element means | | | |
| Know Italian terms for tempo and dynamics | | | |
| Topic: The Orchestra | | | |
| Explain how sound is produced | | | |
| Draw the layout of the orchestra | | | |
| Explain what a conductor does | | | |
| Explain what the leader of the orchestra does | | | |
| Identify what the families of the orchestra sound like | | | |
| Identify music from The Young Person's Guide to the Orchestra and Carnival of the Animals | | | |
| Explain how sound is produced | | | |
| Topic: The Strings | | | |
| Identify the 5 instruments in the string section by their picture and what they sound like | | | |
| Identify which string instrument is the highest and lowest | | | |
| Identify string pieces from music Carnival of the Animals – The Donkeys, The Swan, The Elephant | | | |
| Identify what a bow is | | | |
| Identify what pizzicato sounds like | | | |
| Topic: Woodwind | | | |
| Explain why they are called woodwind | | | |
| Identify the 4 main instruments in the woodwind section by their picture and what they sound like | | | |
| Identify which woodwind instrument is the highest and lowest | | | |
| Know who James Galway is | | | |
| Identify woodwind pieces from music Carnival of the Animals – The Aviary and The Cuckoo | | | |

| | | | |
|--|--|--|--|
| Identify Gabriel's Oboe and In The Hall of the Mountain King | | | |
| Topic: Brass | | | |
| Identify the 4 main instruments in the brass section by their picture and what they sound like | | | |
| Identify which brass instrument is the highest and lowest | | | |
| Recognise a fanfare | | | |
| | | | |



English Revision

Topic: Reading

| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
|---|--------------|----------------|------------------|
| Analysing a character from an unseen extract | | | |
| Identifying a range of language features including simile, metaphor, personification, alliteration, pathetic fallacy, repetition, style, tone, structure. | | | |
| Responding to reading response using TEA, PEE, PEEL, PQE paragraphs | | | |
| | | | |
| | | | |

Topic: Writing

| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
|--|--------------|----------------|------------------|
| Understand and identify a range persuasive technique. | | | |
| Understand a range of purposes, audiences and forms. | | | |
| An accurate and confident use of a range of Spelling, punctuation and grammar. | | | |
| | | | |
| | | | |



French Revision

The Year 9 French summer exams:

- **Speaking test** - conducted by teacher in May before exam week. You will be given 10 questions to prepare answers for in French.
- **Reading exam** - 30 mins - revise the English meanings of the key vocabulary in the topics listed below.
- **Writing exam** - 30 mins - revise the French spelling of the key vocabulary in the topics listed below.

| Topic: | | | |
|---|-------|---------|-----------|
| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
| Sports (Using jouer au/à la/aux) | | | |
| Activities you do (+ the verb faire) | | | |
| What you like to do (using aimer + infinitive) | | | |
| Animals | | | |
| Colours | | | |
| Numbers up to 100 (50,60 etc) | | | |
| Family members | | | |
| Physical descriptions (hair/eyes etc) | | | |
| Where you live | | | |
| Rooms in a house | | | |
| Breakfast items (including du/de la/d'/des) | | | |
| Places in a town | | | |
| Giving opinions on a town + reasons why | | | |
| Discussing where you go at the weekend | | | |
| Inviting somebody out + saying yes/no to the invitation | | | |
| Ordering drinks and snacks in a café | | | |
| Saying what you are going to do (near future tense/trip to Paris) | | | |



Spanish Revision

The Year 9 SPANISH summer exams:

- **Speaking test** - conducted by teacher in May before exam week. You will be given 10 questions to prepare answers for in Spanish.
- **Reading exam** - 30 mins - revise the English meanings of the key Spanish vocabulary in the topics listed below.
- **Writing exam** - 30 mins - revise the Spanish spelling of the key vocabulary in the topics listed below.

| Topic: | | | |
|---|-------|---------|-----------|
| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
| School subjects, opinion phrases and reasons | | | |
| Days of the week/School timetable | | | |
| Describing your school (facilities) using hay/no hay | | | |
| Describing your family – family members ages and names | | | |
| Numbers up to 100 (40,50 etc) | | | |
| Hair and eyes (hairstyle/colour/length etc) | | | |
| Physical appearance (height etc) | | | |
| Describing where you live – type of house/ area | | | |
| Describing your town – places in a town | | | |
| Time | | | |
| Ordering in a café – food and drink | | | |
| Saying what you are going to do using the near future tense | | | |



ICT Revision

Topic: Esafety (Geolocation, Cyberbullying & Online Reputation)

| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
|---|-------|---------|-----------|
| What is geolocation? | | | |
| What does geolocation allow you to do? | | | |
| Name apps that use geolocation | | | |
| What is cyberbullying? | | | |
| List ways you can stay safe online | | | |
| Why is important to keep your social media private | | | |
| What advice would you give to a friend who is feeling uncomfortable/harassed while online? | | | |
| What does digital footprint mean? | | | |
| What is the difference between an active and passive digital footprint? | | | |
| What impact could a negative digital footprint have for young people in the future? | | | |
| Advice you could give to someone on how they should behave online to ensure they have a positive digital footprint. | | | |

Topic: Effective Presentations

| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
|---|-------|---------|-----------|
| What software do we use to create presentations in school? | | | |
| Name 5 things that make a good presentation? E.g. Colourful | | | |
| Why is it important to plan a presentation on paper before you create it on a computer? | | | |
| Why is it important to carry out research? | | | |
| In a presentation, the font size should be at least ...? | | | |
| What does the term audience mean? | | | |
| What does the term purpose mean? | | | |
| Remember the key facts about creating an effective presentation. | | | |
| | | | |

Topic: Cloud based storage

| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
|---|-------|---------|-----------|
| What is cloud computing? | | | |
| iCloud is an example of a cloud storage provider, can you give more examples? | | | |
| Examples of apps that make use of cloud storage | | | |
| What are the benefits of cloud computing? | | | |
| What are the drawbacks of cloud computing? | | | |
| What is the benefit of sharing a google doc with someone? | | | |
| How do you save a Google Doc? | | | |
| What can you see/do when you use Manage Versions on Google Drive? | | | |

Topic: Memory & Storage

| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
|--|-------|---------|-----------|
| Define storage | | | |
| Know the order of unit of measurement e.g. bit, byte, kilobyte, megabyte etc | | | |
| List the factors that affect storing data | | | |
| What is the difference between primary and secondary storage with examples e.g. RAM, ROM & USB, Hard drive | | | |

Topic: Spreadsheets

| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
|--|-------|---------|-----------|
| What program/software do we use to create spreadsheets in school? | | | |
| Why would you use a spreadsheet? | | | |
| Know where to find the following tools on Microsoft Excel: <ul style="list-style-type: none"> • Wordart • Borders • Merge | | | |
| Know the definitions of the following: <ul style="list-style-type: none"> • Cell reference • Column • Row • Formula bar • Worksheet | | | |
| Know the four different formula you can use along with their symbols | | | |
| Know the five different functions you can use along with their definitions | | | |



Science Revision

| Topic: | | | |
|--|-------|---------|-----------|
| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
| Plant Biology | | | |
| Simple Chemical Reactions | | | |
| Light | | | |
| Electricity & Magnetism | | | |
| Food and Health | | | |
| Acids & Alkalis | | | |

The PowerPoints that were used, revision lists and some video resources are also available on Google Classroom to help in your revision. The code is **nj5k2z2**.

You need to bring a **calculator, pencil** and **ruler** to your exam otherwise you may miss out on marks.



Home Economics Revision

| Topic: | | | |
|--|-------|---------|-----------|
| Success Criteria: You should be able to: | Notes | Checked | Rechecked |
| Equipment & uses | | | |
| Food preparation skills – knife skills, meat preparation, rolling and shaping pastry | | | |
| Health and safety – rules, food poisoning | | | |
| Nutrients – job / function and best food sources | | | |
| Food choices – Nutritional needs of different groups of people | | | |
| Being an informed consumer – goods and services, food packaging information | | | |
| Breakfast – importance of healthy choices | | | |
| Multi-cultural food | | | |
| Home and family | | | |