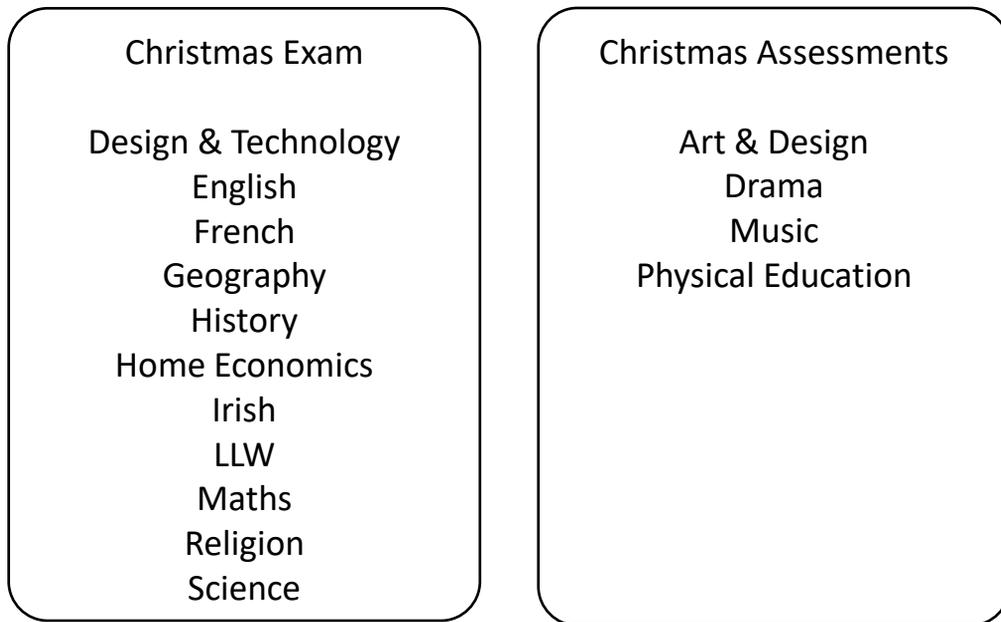


Revision Booklet

Year 9

Christmas 2022

Welcome to the Edmund Rice College Christmas Revision Guide. The assessment window will open on Monday 28th November for subjects who do not complete Christmas Exams. Exam week however will begin on Wednesday 7th - Tuesday 13th December. In the exam window students will follow the exam timetable on the next page instead of attending normal classes. Details of which subjects have Christmas assessments and which subjects have Christmas exams is detailed in the diagram below.



This booklet not only contains the Christmas revision lists for all subjects but it also contains some revision techniques to help students prepare for examinations. QR codes will also direct you to the ERC Assessment website for more information on each subject.

It is very important that all students are fully prepared for the examinations and we would encourage them to come fully equipped with stationery including black pens, pencils, rubbers, rulers, colouring pencils and calculators where required.

All that remains is for us to wish our students the best of luck in the forthcoming exams and for further information please access the ERC assessment website using the QR codes provided.

Year 9 Exam Timetable



All examinations in form rooms.

Wednesday 7 th	Thursday 8 th	Friday 9 th	Monday 12 th	Tuesday 13 th
P 1-2 English	Home Revision	P 1-2 Irish	P 1-2 Science	P 1-2 Geography
P 3-4 Religion		P 3-4 Maths	P 3-4 Home Economics	P 3-4 ICT
P 6-7 LLW		P 6-7 French	P 6-7 Technology	P 6-7 History

Revision - Dos and Don'ts



People struggle with revision because there is not one set of instructions that work for everyone. There are revision techniques that can be used as a guide but some techniques will work for you and some won't. There are some common things that you should think about before you set out to revise.



DO'S

- Get in a routine of revising at a particular point everyday.
- Revise when you are well-rested or at a time when you are used to working.
- Take regular small breaks.

- Depend on when you want to revise (you may never want to!)
- Revise late at night or when you are tired.
- Try to force yourself to work for long periods of time without a break.



DON'TS



DON'TS

THINK ABOUT IT

- Do you have music playing? (is it distracting?)
- Where is your mobile phone? (Is it beside you?)

THINK ABOUT IT

From: Eyal & Li (2019)
'Indistractable'

How To RESIST DISTRACTION & increase cognitive control

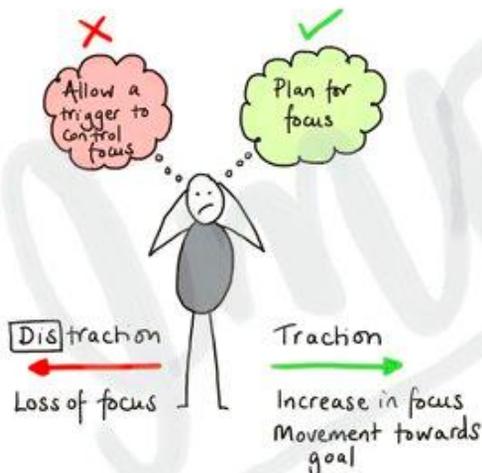
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Cognitive control is the ability to monitor, reflect on & govern our thoughts & actions. It is linked to attention, working memory & goal management.

5 STRATEGIES to increase cognitive control

- 1 Identify & acknowledge potential distractions e.g. tv, music, social media, games, chatter
- 2 Limit access to the distraction - turn phone off, work in a separate room to tv.
- 3 Work & reward in chunks - set a specific time limit on work time, e.g. work for 20 mins, Follow this with 10 mins reward time watching tv, playing outside, on social media.
- 4 Engage other's help - be transparent about the behaviour change. Tell others when you will be unavailable
- 5 Set your own goals. Don't just work to the teacher's deadline, decide how to break up that goal into manageable chunks.



When should I revise?



In order to revise effectively, you have to think hard. Thinking hard is tiring. Therefore, when you revise, you should choose a time when you find it easiest to focus. This should be a time when you are well-rested and when you are used to working.

Managing your time when revising

To help you with we are going to try the Pomo techniques. The pomo technique can help you manage your time and work on a task without distractions. It is also beneficial as it helps you become more disciplined and think about your work. The technique is designed to combat multitasking and improve concentration. For example an hour of revision could look like this:

Step 1		Pick a task
Step 2		Set a 15 min timer
Step 3		Work on your task
Step 4		Take a 5 min break
Step 5		Every 3 pomos take a 30 min break



In preparation for your Christmas exams you will have to think about a lot of different things which you will have to juggle. You need to revise independently so you can close specific gaps which you have in your knowledge.

However, because you have to plan your own independent revision, it's easy to forget revision or to only do it in large bursts right before an assessment.

Prioritise your subjects

- List all your subjects
- Rank your subjects from 1 - 12 (1 being the strongest)
- Also consider the order your exams come in during exam week.
- Then rewrite your list in the order you have numbered the subjects.

Christmas Exam

Design & Technology

English

French

Geography

History

Home Economics

Irish

LLW

Maths

Religion

Science

Your list:

Writing your timetable



1. Write in everything you have planned prior to creating your revision timetable (Going out for tea, playing sport, Christmas shopping etc).
2. Write in upcoming exams and deadlines.
3. Not every space needs to be full – leave yourself time to relax too!
4. Focus on the subjects in RED first, these are the ones you are least likely to choose – but they are the highest priority,
5. Write in the subjects you are going to cover and when, Be specific around what you will cover each time you sit down to revise.

WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM -4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM- 10AM	BREAKFAST/ SHOWER	BREAKFAST/ SHOWER
4PM- 5PM	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	TV/ GAMING/ SOCIAL MEDIA	HOMEWORK	10AM- 11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM- 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM- 1PM	SEEING FRIENDS/ LUNCH	SPORT/ LUNCH
6PM- 7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM- 3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM- 8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM- 5PM	OUT WITH FAMILY	SPORT/ TV/ GAMING
8PM- 9PM	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	FREE TIME/ SHOWER	6PM- 8PM	DINNER/ FREE TIME	DINNER/ FREE TIME



WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY



WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY



WEEKLY REVISION PLANNER

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY



Summary: How to use flash cards



1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.

2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall

3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.

5.

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Flash card top tips

- The most effective flashcards include one question followed by one answer (or one term followed by one definition).
- Don't force your brain to remember a complex wordy answer. It's easier for your brain to process simpler information so split up your longer questions into smaller, simpler ones.
- You will end up with more flashcards this way but your learning will be a lot more effective.





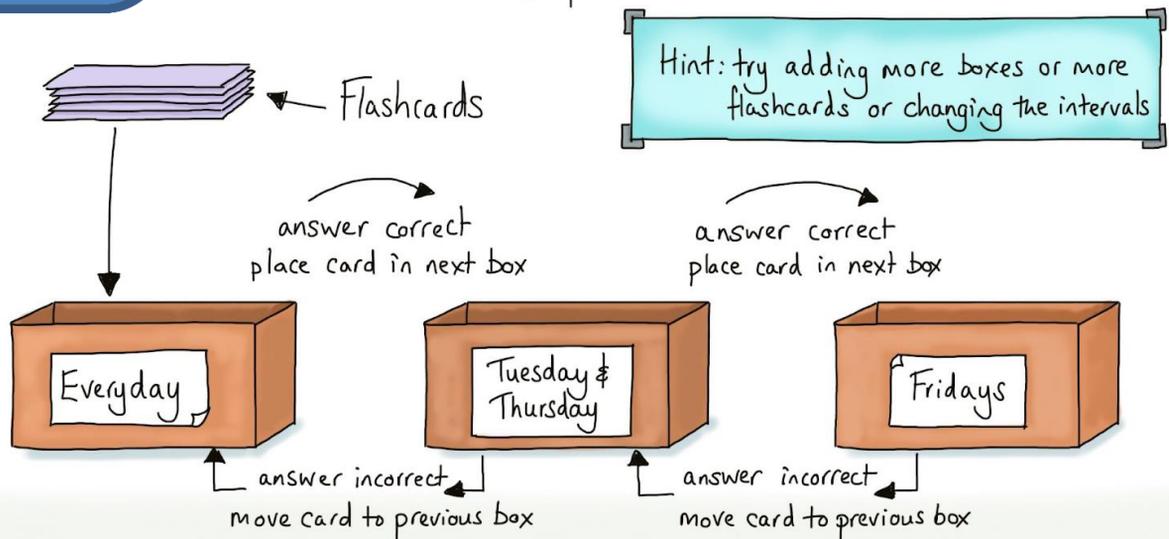
Using flash cards: Self Quizzing

1. Read the question on your flash card
2. Write your answer in a separate book
3. Put your flash card down to one side
4. Move onto the next card
5. Repeat steps 1-3
6. Keep your flash cards in the order you have quizzed them.
7. Mark your answers – highlight any answers you got incorrect.

OR

LEITNER Flash card method

@ImpactWales



1. Every card starts in Box 1.
2. If you get a card right, move it to the next Box.
3. If you get the card wrong, move it down a box — in the original version you move it all the way back to Box 1.

Flash Cards – Getting Started



Quiz 1

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Quiz 2

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Quiz 3

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Quiz 4

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



Summary: Self Quizzing



1.

Identify knowledge

Identify knowledge/content you wish to cover.

2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)

3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.

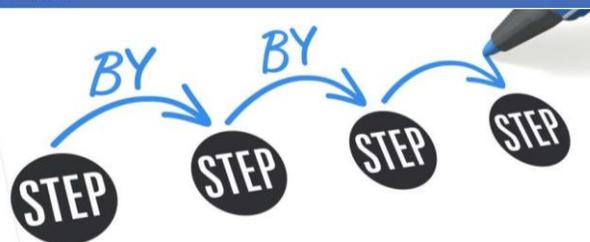
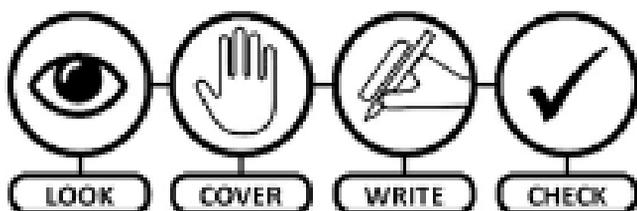
5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.

Practice makes perfect!



1. Use your revision list, pick one topic and read it until you think you can remember its all.
2. Write out no more that 10 questions (you can use the template provided on the next page if you wish).
3. Cover your notes and answer you questions.
4. Uncover your notes and check your answers.



1. Set up your self quizzes weeks in advance and test yourself on a more regular basis as you get towards the exams.
2. Create new quizzes specifically focusing on the content that you could not remember (don't shy away from things you don't know!).

Self Quizzing

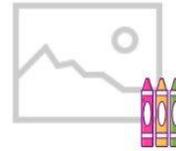


Quiz 1	Question	Answer
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Quiz 2	Question	Answer
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



Summary: How to create a mind map



1.

Identify knowledge

Select a topic you wish to revise. Have your class notes/knowledge organisers ready.

2.

Identify sub topics

Place the main topic in the centre of your page and identify sub topics that will branch off.

3.

Branch off

Branch of your sub topics with further detail.

Try not to fill the page with too much writing.

4.

Use images & colour

Use images and colour to help topics stick into your memory.

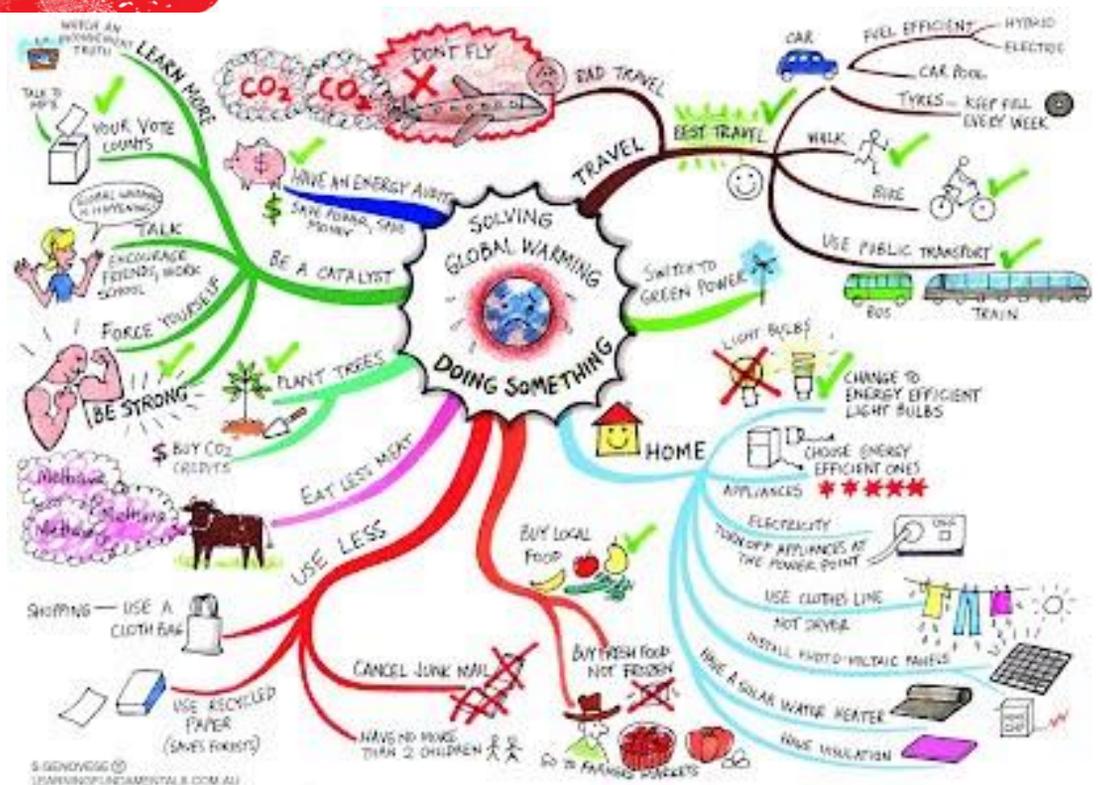
5.

Put it somewhere visible

Place completed mind maps in places where you can see them frequently.

Avoid using too much information: mind maps are designed to summarise key information and connect areas of a topic/subject. If you overcrowd the page, you lose the point of the mind map and will find it harder to visualise the information when trying to recall it

EXAMPLE





Summary: Brain dumps



1. Identify knowledge

Identify the knowledge/topic area you want to cover.

2. Write it down

Take a blank piece of paper/white board and write down everything you can remember about that topic. (with no prompts)

Give yourself a timed limit (e.g. 10 minutes)

3. Organise information

Once complete and you cannot remember any more use different colours to highlight/underline words in groups.

This categories/links information.

4. Check understanding

Compare your brain dump to your K/O or book and check understanding.

Add any key information you have missed (key words) in a different colour.

5. Store and compare

Keep your brain dump safe and revisit it.

Next time you attempt the same topic try and complete the same amount of information in a shorter period of time or add more information.

Brain dumps are a way of getting information out of your brain.



Follow the 5 step process to complete your brain dumps for different topics of your choice.

You can also complete this in two colours. One colour for content you know and another colour for content you need to revise / that you added.

Remember these do not need to be as organised as a mind map at first. You just write down everything that you remember about your chosen topic, then you organise it, then you can change colour and add in any information that you have missed out.

You might end up with more than one version of a brain dump.





Exam: Reading for Understanding

Topic: Writer's Craft

Resources: Pupils should use notes and work produced in lessons and homework.

Exam

You must be able to:

- define language devices
- identify language devices in a text
- explain how the writer uses language devices to engage the reader using P.E.E.

Language Devices to Learn

- Adjective
- Verb
- Noun
- Adverb
- Simile
- Metaphor
- Alliteration
- Rhetorical Question
- Onomatopoeia
- Repetition
- Rule of three/triplets
- Exaggeration
- Exclamations
- Short Sentences

P.E.E

P- Point – Make your point (include the language device used by the writer)

E- Evidence/example – give a quotation (word or phrase) from the text to support your point

E- Explain – Explain how this evidence supports your point. Pay particular attention to the intended effect on the reader and how it answers the question.



- Daily routine
- Time

***Focus on spellings and grammar as this assessment will be a written one**



Routine



Time



Telling the time



Correct time



Time 2



Telling the Time
2



Routine



Routine
Sentences



Daily Routine



TOPIC	What to learn	Tick Box when revision notes are complete
COASTS	<ul style="list-style-type: none"> - Things to do and see at the coast -Coastal processes – Erosion, transport and deposition -4 types of erosion – abrasion, attrition, solution and hydraulic action -Longshore drift -Coastal landforms- caves, arches, stacks and stumps -Coastal protection techniques -Coastal erosion along the east coast of England (Norfolk) 	
POPULATION	<ul style="list-style-type: none"> -Key words -Factors causing population increase -Factors causing population decrease -Population pyramids 	



TOPIC	What to learn	Tick Box when revision notes are complete
<p>The Spanish Armada CAUSES</p>	<ul style="list-style-type: none"> -The names of the monarchs who ruled England-Spain at the time. - Know of the 3 reasons why Spain decided to invade England. - Be aware of the events surrounding the causes of the Spanish Armada. 	<div style="text-align: center; margin-top: 100px;"> <input type="checkbox"/> </div>
<p>Basic facts of The Armada</p>	<ul style="list-style-type: none"> - Who was Francis Drake? - What was a Fireship? - What was a Galleon - Know the purpose of COLONIES & EXPLORATION 	
	<ul style="list-style-type: none"> - Be aware of the challenges faced by sailors on board an Armada ship. 	
<p>On board an Armada ship</p>	<ul style="list-style-type: none"> - Know the challenges faced by the sailors on board an Armada ship. 	<div style="text-align: center; margin-top: 100px;"> <input type="checkbox"/> </div>



Laethanta/Míonna (Days and Months)

Laethanta na seachtaine

Míonna na Bliana



Uimhreacha 1-30

Numbers 1-30



Mise & Daoine eile

Myself and others

Mise agus mo theaghlach

Súile/ gruaige

Cá mhéad atá i do theaghlach?

Scoil/rang

Aois

Cá bhfuil tú i do chónaí?



Beannachtaí -

Greetings/General classroom phrases



An Scoil

Ábhair scoile-Subjects

Rudaí sa seomra ranga -Objects



Caitheamh Aimsire

Hobbies

Is maith/Ní maith liom

ag (ing)



Any additional notes...



You will be given a written test on. You will be asked to complete **six sections**.

The questions will be asked from the **six topics** below (we have covered these in class).

Once you are confident that you know each topic really well, place a tick in the end column.

Topic 1 - Exclusion	✓
The term used to describe when someone is left out	
How might a person feel if they are left out?	
Explain groups of people who may be excluded	
Topic 2 - Equality	
What is prejudice?	
Explain what discrimination means	
What are the different types of discrimination and how these can be resolved?	
Topic 3 - Human Rights	
What does UDHR stand for?	
Name and explain one right that a child has today	
Explain two human rights in the UDHR document	
Topic 4 - Non-Governmental Organisations (NGO's)	
Name one NGO	
Describe social inequality that a person may face	
Explain ways how people can support an NGO	



You will be given a written test on _____. You will be asked to complete five sections.

The questions will be asked from the topics below (we have covered these in class). Once you are confident that you know each topic really well, place a tick in the end column.

Topic 1 - Enterprise	✓
A characteristic of an enterprising person	
A goal which might be set in school	
Explain ways that a person can be enterprising	
Topic 2 - Entrepreneurs	
A person who sets up a business	
One skill that an entrepreneur may need	
Explain how an entrepreneur is so successful	
Topic 3 – Health and Safety	
How to be safe in the workplace	
Why health and safety is important in the workplace	
Explain two health and safety rules in school	
Topic 4 - SMEs	
What does SME stand for?	
Understand the importance of SMEs	
Describe SMEs in your area	



Topic	What to Learn?	Revision Complete
New Beginnings	Explain how to show a positive attitude to new beginnings.	
	Give examples of how you can help someone make a positive new beginning.	
	Explain the ways Religion class is different from other subjects.	
Creation	Explain what science can tell us about the origins of the universe	
	Recall how the Bible describes the origins of the universe.	
	Explain how humans are made in the image and likeness of God.	
The Environment	List and explain major issues threatening the environment today.	
	List the 5 R's of environmental care.	
	Recall key facts about St Francis of Assisi.	
Agreements	Explain the term Covenant.	
	Retell the story of Moses and the Exodus	
	List the Ten Commandments.	

Any additional notes...



I am able to....	Tick
Identify position of DNA, Genes and Chromosomes in the Cell	
Describe the Structure of DNA	
Describe what happens at fertilisation	
Label the Male Reproductive System	
Label the Female Reproductive System	
Describe the 2 things that cause Variation	
Recall the types of Continuous Variation	
Recall the types of Discontinuous Variation	
Identify where eggs are released	
Identify where the baby develops	
Recall the length of human pregnancy	
Recall how often an egg is released	
Recall the changes that happen in girls during puberty	
Recall the changes that happen in boys during puberty	

I am able to....	Tick
Recall the name of an Indicator	
Recall the colours and their pH number on the pH Scale	
Identify Acids and Alkalis and Neutrals	
Describe what neutralisation is	
Describe how to neutralise a bee sting	
Explain why a farm might use lime	
Recall the common hazard symbols	
Draw a hazard symbol	
Recall why hazard symbols are useful	

Any additional notes...



ATM FOR THE
MOON
IF YOU FALL,
YOU WILL FALL AMONG THE
STARS

Excellence
Respect
Care